

# Continuing Professional Development

## 2019-20

Courses and Programmes  
for the Health and Social  
Care Practitioner

Adult Nursing and Paramedic Science

Health and Welfare of Children  
and Young People

Health Development

Intellectual Disabilities  
and Learning Disability

Mental Health

Midwifery

Sexual Health

Social Work

Supporting Learning in Practice



UNIVERSITY of  
GREENWICH

[gre.ac.uk/health](http://gre.ac.uk/health)



# Welcome

This prospectus contains details of courses and programmes offered by the Faculty of Education & Health at the University of Greenwich.

Each is designed to widen your skills, knowledge and career opportunities. Courses may be undertaken at our Avery Hill, Medway and Greenwich 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 study with us and that, once you begin, you find it a rewarding experience. We will be pleased to discuss your requirements with you. Please contact the relevant member of staff if you wish to study on a particular course or programme.

Best wishes,

**Derek Moore**  
Pro Vice-Chancellor (Education & Health)

## Finding what you are looking for

We offer a wide variety of courses and degrees, so here are a few tips to help you find the ones you want:

- 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.
- Under ‘Degrees and other programmes’ you will find programmes comprising of a number of courses. These programmes will lead to recognised qualifications such as Bachelor’s and Master’s degrees.

# CONTENTS

<b>Who we are and what we do</b>	<b>4</b>
The university, the Faculty of Education & Health and studying with us	
<b>What you need to know</b>	<b>6</b>
Important information for making your application and using this prospectus	
<b>Index – modules, degrees and other courses by section</b>	<b>10</b>
<b>Modules</b>	<b>10</b>
<b>Section 1</b>	<b>12</b>
Adult Nursing and Paramedic Science	12
<b>Section 2</b>	<b>22</b>
Health Development	22
Academic Skills and Professional Studies	22
Leadership and Management	24
Projects and Research	28
Public Health	29
<b>Section 3</b>	<b>30</b>
Learning Disability/Intellectual Disabilities and Mental Health	30
Learning Disability/Intellectual Disabilities	30
Mental Health	31
<b>Section 4</b>	<b>37</b>
Midwifery, Child Health and Sexual Health	37
Midwifery	37
Health and Welfare of Children and Young People	38
Safeguarding Children and Young People	39
Sexual Health	40
<b>Section 5</b>	<b>42</b>
Social Work	42
<b>Section 6</b>	<b>44</b>
Standards to Support Learning and Assessment in Practice	44
<b>Degrees and other courses</b>	<b>45</b>
Associate Student courses	45
Counselling	46
Nursing	47
Professional Practice	51
Research	56
Sexual Health	57
Social Care	58
<b>Other University of Greenwich courses</b>	<b>58</b>
<b>Staff directory</b>	<b>60</b>
<b>Index – alphabetical</b>	<b>62</b>





# Who we are and what we do

## Who are we?

### The University of Greenwich

The University of Greenwich is home to a thriving community of nearly 39,000 students of all ages. Awarded Silver in the 2017 Teaching Excellence Framework, the university has a growing reputation for teaching and learning. 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 has three campuses:

- Greenwich, in the Royal Borough, London
- Avery Hill, in Eltham, South-East London
- Medway, in Chatham Maritime, Kent

For further information on the University of Greenwich, please visit [greenwich.ac.uk](http://greenwich.ac.uk)

The Faculty of Education & Health provides education for 1,000 pre-registration nursing and midwifery students, paramedics and speech and language therapy students and offers many opportunities for you to study once you are a registered healthcare professional.

We run courses 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.

We have four main areas of work:

- Pre-registration midwifery, nursing, paramedic science, social work and speech and language therapy
- Undergraduate continuing professional development for registered healthcare professionals, public health and psychology
- Continuing professional development activities
- Research and development

The Faculty's Centre for Research & Development 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. Specific research centres and special interest groups are: the Centre for Applied Health Research, the Centre for Applied Social Research, the Research Centre for Children, Schools and Families, the Safeguarding Hub, the Sexual Health Research and Practice Group, and the Social Enterprise, Social Work and Health Development Group.

For further information on the Faculty of Education & Health, visit [gre.ac.uk/health](http://gre.ac.uk/health)

## Greenwich Campus

Greenwich Campus sits on a World Heritage Site on the banks of the River Thames. The neighbourhood has a lively atmosphere but is away from the hustle and bustle of the city, making it the ideal place to study. The University of Greenwich has invested heavily in its learning and social spaces to offer world-class study facilities in London. The 74-hectare Greenwich Park provides spectacular views of London - with the Royal Observatory sitting at the very top.

For further information on the Greenwich Campus, please visit [gre.ac.uk/about/campus/greenwich](http://gre.ac.uk/about/campus/greenwich). Travel information is on page 68.

## Avery Hill Campus

The Faculty is located on Southwood Site of the Avery Hill Campus. Facilities include the David Fussey Building, which has seven dedicated skills laboratories, and Mary Seacole Building, the faculty's main base for health and social care modules and courses.

A £15 million investment has enhanced our teaching facilities, laboratories and staff offices. A social and dining area includes a gymnasium.

For further information on the Avery Hill Campus, visit [gre.ac.uk/averyhill](http://gre.ac.uk/averyhill). Travel information is on page 65.

## Medway Campus

A select number of the Faculty's health courses 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 (pictured below). Social facilities include a bistro-style café and a pub.

For further information on the Medway Campus, visit [gre.ac.uk/medway](http://gre.ac.uk/medway). Travel information is on page 66.



**To apply:** See online application form: [gre.ac.uk/form](http://gre.ac.uk/form)

## Why study with us?

### Cutting-edge content

We ensure that what you study is up-to-date and relevant to the workplace. This year we are launching several new modules and many of our other modules and courses have been reviewed and revised.

### A flexible approach

Our students are busy professionals who are often juggling the commitments of work and home. To help them get the most out of their studies, we offer part-time options where possible and try to schedule our modules sympathetically.

### Experience

We have 25 years' experience as a trusted provider of health and social care education and training in the south-east of England and our academic staff have both practical expertise and academic skills to develop and support professional learning.

### Innovation

The University of Greenwich is at the forefront of research and innovation in the field of health and social care with many published authors on our staff disseminating their expertise to enrich the student experience. For instance, social workers and trainees can enter a virtual environment in Second Life. By deploying an avatar, a virtual being, in practice exercises they are able to develop their skills to carry out home visits. We also offer clinical skills laboratories which replicate NHS wards, allowing trainee health professionals to get real hands-on experience.

## Senior staff

### Professor Karen Bryan

Deputy Vice-Chancellor (Academic)

### Derek Moore

Pro Vice-Chancellor (Education & Health)

### Dr Russell Luyt

Head of Psychology, Social Work & Counselling

### Professor Pam Maras

Director of Research

### Veronica Habgood

Director of Teaching & Learning

### Morag Redfern

Head of Adult Nursing & Paramedic Science

### Professor Karen Cleaver

Head of Family Care & Mental Health

Please see the staff directory for a list of the Faculty's academic and support staff for health and social care.



# What you need to know

## Using this prospectus

This prospectus provides details of our continuing professional development modules and courses (if you are not sure of the difference between these, please see the key terms section).

### Introduction

On the following pages, we will tell you about the application process and funding arrangements, as well as how to get to Greenwich, Avery Hill and Medway. More information on our campuses, as well as on the University of Greenwich and the Faculty of Education & Health, can be found in the previous section, 'Who we are and what we do'.

### Modules

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

Each entry describes the content, benefits and intended audience of the course or module. Any requirements for specific qualifications are also given.

Most course entries include a list of their component modules. Many of these can be studied individually and have their own entries in the modules section.

## Short modules and courses

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

- Professional Health Courses 2019–20
- Study Days Prospectus

## Cancellation

We aim to run all modules advertised in this prospectus. On occasion, however, insufficient applications to a particular module may result in cancellation.

We reserve the right to cancel modules with a minimum of two weeks' notice. In such cases, every effort will be made to provide alternatives. We will make decisions about module 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 8444.

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 you will still be charged the fees.

## Key terms

The following terms are used throughout this prospectus:

### Courses

A course is a collection of modules 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

### Modules

Modules are the units that make up named courses. Each module has a title describing its content. Core modules are compulsory; optional modules ('options') may be chosen from a list of modules that is specific to the course.

As well as being part of a course, many modules can be studied individually. Some can only be studied in this way.

### Credits and levels

Once you successfully complete a module, you will be awarded credit points (10, 15, 20, 30, 45 or 60) at a specified level (Level 4, 5, 6 or 7). Levels indicate the academic attainment required for the module; Level 7, for example, indicates study at Master's level. Students undertaking an undergraduate degree will study at Levels 4, 5 and 6. Modules are taught for an equivalent of 22 to 28 hours per 15 credits. The number of hours depends on the module.

### Top-up course

A top-up course enables you to 'top-up' your existing qualifications to a higher-level qualification.

For instance if you are a nurse who has a diploma in adult nursing, you can then top up to BSc by completing the BSc Professional Practice course.

## Associate students

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

For details of associate student courses, see page 45. The majority of modules 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.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process through which the university takes into account your current knowledge and compares it with the learning required on the course you will be studying at the university. This knowledge could be from formal study and qualifications or through experience gained, for example, in a job. Some of this prior learning could count towards your University of Greenwich award, and you could be exempted from studying one or more modules.

RPL could also contribute to your entry qualifications for a course where you do not meet the formal requirements. The course leader for the course you wish to study acts as the first point of contact for queries. For further information on making a claim for RPL, please visit [gre.ac.uk/apply](http://gre.ac.uk/apply) and click on the 'Prior Learning' link.

## How to apply

Courses begin throughout the year whereas most of our programmes begin in September but some offer the choice of a September or January start. To apply go to our webpage and click on the online application form link: [gre.ac.uk/eduhea/cpd/health/courses](http://gre.ac.uk/eduhea/cpd/health/courses)

### [gre.ac.uk/study/courses](http://gre.ac.uk/study/courses)

Please fill out the application form accurately and in full as errors and omissions will delay processing your application and lead to losing a place. We strongly recommend that you submit your application as soon as possible, as many courses and programmes fill up quickly. The deadline is 31 July for a September start and 16 November for a January start.

To find out more about a course or programme before applying, please contact the programme leader or course co-ordinator (or other named member of staff).

Contact names are given under each entry; telephone and e-mail details are listed in the staff directory.

**We have made every effort to ensure times and dates of all modules and courses are true at the time of printing. However, these are subject to change.**

## Fees for 2019–20

### Fees for modules and courses

There is no direct charge if you are employed by an NHS trust or other healthcare organisation that has commissioned modules from the University of Greenwich and you have confirmation of your manager's support and a trust-authorized signatory on the application form. Sponsor letters are **NOT** required in this instance.

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. You will need to provide a sponsor letter confirming financial support or have the manager sign off your application form in the correct section.

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

### Fees for other services

#### Credit rating

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

#### Standard development and approval/re-approval

A one-off fee covers approval for three years. It includes an initial exploratory meeting and administration to support an approval event and credit-rated status.

## Commissioning organisations for 2019–20

### Health Education North Central and East London

Barts Health NHS Trust
Central and North West London NHS Foundation Trust
East London NHS Foundation Trust
London Ambulance Service NHS Trust
Homerton University Hospital NHS Foundation Trust
North Middlesex University Hospital NHS Trust
Royal Free Hampstead NHS Trust

### Health Education South London

Bexley CEPN for Primary Care
Bromley CEPN for Primary Care
Bromley Healthcare
Demelza Hospice
Epsom & St Helier University Hospitals NHS Trust
Greenwich and Bexley Community Hospice
Greenwich CEPN for Primary Care
Guy's and St Thomas' NHS Foundation Trust
King's College Hospital NHS Foundation Trust
Lewisham and Greenwich NHS Trust
Lewisham CEPN for Primary Care
Oxleas NHS Foundation Trust
Royal Trinity Hospice
South London and Maudsley NHS Foundation Trust
St George's Healthcare NHS Trust
Wandsworth CEPN for Primary Care

### Health Education North West London

Chelsea and Westminster NHS Foundation Trust
London North West NHS Trust
Imperial College Healthcare NHS Trust
Royal Brompton and Harefield NHS Foundation Trust
Royal National Orthopaedic Hospital NHS Trust

### Health Education Kent, Surrey and Sussex

Brighton and Sussex University Hospitals NHS Trust
Dartford and Gravesham NHS Trust
East Kent Hospitals University NHS Foundation Trust
East Sussex Healthcare NHS Trust
Ellenor Hospice
First Community Health and Care
Kent and Medway NHS and Social Care Partnership Trust
Kent Community Health NHS Trust
Maidstone and Tunbridge Wells NHS Trust
Medway Community Healthcare
Medway NHS Foundation Trust
South East Coast Ambulance Service NHS Trust
Surrey and Borders Partnership NHS Foundation Trust
Sussex Partnership NHS Foundation Trust
Virgin Health

An additional hourly rate will be levied for module development support and guidance. If developmental time has accrued but the project does not proceed to approval, a fee will be levied to reflect the work undertaken. These fees are payable at the point of approval or withdrawal.

#### **Ongoing quality monitoring and support**

An annual fee includes scrutiny, moderation and external examination of module work.

Organisations will be required to adhere to the university's quality monitoring processes throughout the approval period.

#### **Claim for Recognition of Prior Learning**

For information on the fees for making a claim for Recognition of Prior Learning (see page 7).

#### **Consultancy**

For details about the fee per day of academic staff please contact heads of department. See [gre.ac.uk/health](http://gre.ac.uk/health).





# Modules

## Section 1

### Adult Nursing and Paramedic Science

Advances in General Practice Nursing	12
Chemotherapy Practice	12
Clinical Moving and Handling: Preparation for Trainers	13
Developing Autonomous Practice in Urgent Care (Minor Illness and Injuries)	13
Diabetes – Care and Management	14
Emergency Care Practice 1	14
Emergency Care Practice 2	14
Enhanced Clinical Assessment Skills (ECAS)	15
Evidence-Based Practice	15
Fundamentals of General Practice Nursing	16
Infection Prevention and Control for Clinical Practice	16
Intensive Care Practice	17
Long-Term Conditions	17
Long-Term Conditions: Management	17
Pain Management	18
Pathophysiology for Intensive Care Practice	18
Prescribing from the Nurse Prescribers' Formulary (V150)	18
Respiratory Care	19
Return to Practice for Nurses or Midwives	19
The Principles of Palliative Care and End of Life Care	19
Trauma Care	20
Wound Care: Principles of Management	20
12-Lead Electrocardiogram Interpretation	20

## Section 2

### Health Development

#### Academic Skills and Professional Studies

Academic Preparation	22
Developing an Advanced Portfolio for Practice	22
Health and Social Care Ethics	23
Portfolio of Innovative Practice	23

#### Leadership and Management

Applied Leadership in Health and Social Care	24
Leadership Development	24
Leadership through Action Learning	25
Organisational Leadership and Management	26
Personal Leadership and Management	26
Social Enterprise in Health and Social Care	26
Understanding and Applying Management in Health and Social Care	27

#### Projects and Research

Enquiry-Based Project	28
Integrated Work Based Learning	28
Project	28

#### Public Health

Enquiry Skills and Research Knowledge	29
Health Promotion	29

## Section 3

### Learning Disability/Intellectual Disabilities and Mental Health Learning Disability/Intellectual Disabilities

'Making Change Happen': Improving the Outcomes for People with Intellectual Disabilities	30
Supporting People with Intellectual Disabilities with Mental Health Problems, Challenging or Forensic Behaviours	31

#### Mental Health

Advanced Assessing and Formulation in Mental Health	31
Assessment in Mental Health	31
Cognitive Behavioural Approaches: An Introduction for Mental Health Care	32
Dementia: Person-Centred Studies	32
Family Support	33
Personality Disorder: Recovery and Inclusion	33
Physical Health Care and Medicines Management	34
Problematic Substance Use	34
Psychosocial Interventions in Mental Health	34
Psychosocial Interventions in Psychosis	35
Return to Practice for Nurses	35
Recovery and Cultivating Compassion in Mental Health	36

## Section 4

### Midwifery, Child Health and Sexual Health Midwifery

Care of the Critically Ill Woman in Childbearing	37
Examination of the Newborn	37
Return to Practice for Midwives	38

### Health and Well being of Children and Young People

Health, Well-being and Welfare of Children and Young People	38
Principles of Neonatal Intensive Care	39
Principles of Special and High Dependency Care of the Neonate	39

### Safeguarding Children and Young People

Keeping Children Safe from Harm	39
Safeguarding Children and Young People: Concepts for Practice	39

### Sexual Health

Current Issues in HIV and AIDS	40
Advanced Practice in HIV and AIDS	40
Promoting Sexual Health	40
Sexual Health Skills	41
Contemporary Issues in Sexual Health	41

## Section 5

### Social Work

Abuse	42
Enabling Others / Enabling the Learning of Others	42
Supervising the Learning and Development of Others	43

## Section 6

### Standards to Support Learning and Assessment in Practice

Paramedic Practice Educator	44
-----------------------------	----

## Degrees and other courses

### Associate Student Courses

Associate Student Health and Social Care	45
--	----

### Counselling

MSc Therapeutic Counselling	46
-----------------------------	----

### Nursing

BSc Hons Specialist Community Public Health Nursing (Health Visiting and School Nursing)	47
PGDip Specialist Community Public Health Nursing (Health Visiting and School Nursing)	48
BSc Hons Specialist Practitioner (District Nursing)	49
PGDip Specialist Practitioner (District Nursing)	50

### Professional Practice

BSc Hons Professional Practice in Health and Social Care (Pre-Hospital Care)	51
BSc Hons Professional Practice in Health and Social Care	52
MSc Advanced Clinical Practice	54
MA Healthcare Practice	55
PGCert Psychology Professional Practice	56

### Research

MPhil/PhD Research	56
--------------------	----

### Public Health

MSc Global Public Health	57
--------------------------	----

### Social Care

BA Hons Health and Social Care	58
--------------------------------	----

### Other University of Greenwich Courses

58



### Key

#### Degree and other courses

MTHS – months F/T – full-time  
YRS – years P/T – part-time



# Adult Nursing and Paramedic Science

## Advances in General Practice Nursing

**LEVEL 6 PATHWAY** Long Term Conditions & Planned Care **CODE** NURS 1551 **CREDITS** 30 **MODULE LEADER** Ren Lawlor

### Who is this module for?

This module is for qualified healthcare practitioners who are working in general practice and who would like to build on the knowledge they have gained from the Fundamentals of General Practice Nursing module or practitioners who have experience and are employed in general practice nursing. You will need the support of your employer.

### What is it about?

The module aims to develop your knowledge and skills to enable you to care for patients in the general practice setting. It will enable you to assess and manage a range of conditions encountered in general practice using a variety of assessment tools and consultation models appropriate to the patient and situation.

### What will I get out of it?

You will enhance and develop your skills and knowledge to enable you to perform the role of a general practice nurse.

**TIMETABLE**  
**Weeks 18–27:** am–pm, Fri

## Chemotherapy Practice

**LEVEL 6 CODE** NURS 1235 **CREDITS** 30  
**MODULE LEADER** Surinder Walia

### Who is this module for?

The Chemotherapy Practice module 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 module comprises two three-day sessions and a recall day.

### What will I get out of it?

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

**TIMETABLE**  
**Weeks 18, 23:** am–pm Mon, Tue, Thu  
**Week 28** am–pm Thu

## Clinical Moving and Handling: Preparation for Trainers

**LEVEL 5 CODE OMED 1295 CREDITS 15 MODULE LEADER** Dr Graham Boswell

**LEVEL 6 CODE OMED 1019 CREDITS 15 MODULE LEADER** Dr Graham Boswell

### Who is this module for?

This module 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?

A single moving and handling technique does not fit all clients. This module 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, 20, 22, 24, 26, 27** am–pm, Thu

## Developing Autonomous Practice in Urgent Care (Minor Illness and Injuries)

**LEVEL 6 PATHWAY Acute Care CODE NURS 1528 CREDITS 30 MODULE LEADER** Ren Lawlor

**LEVEL 7 PATHWAY Acute Care CODE NURS 1525 CREDITS 30 MODULE LEADER** Ren Lawlor

### Who is this module for?

This module is aimed at practitioners working in a semi-autonomous role treating patients in unscheduled care settings. It is ideal for paramedics, junior nurse practitioners, practice nurses or senior emergency department nurses. Enhanced Clinical Assessment Skills (ECAS) or equivalent is a prerequisite to attending this module. Students will need to have a clinical mentor in practice who must be a consultant grade clinician, registrar or an ANP / ENP who has successfully completed this module or equivalent.

### What is it about?

Experienced healthcare professionals are increasingly being called on to develop autonomous skills to meet the requirements of both patient and provider. Developing skills in minor illness and injuries will enhance the flexibility of the practitioner working in the emergency and urgent care setting.

This module will equip you with the skills to assess, diagnose, treat and refer within your scope of practice. You will cover all aspects of minor illness and minor injuries management, including history taking, examination, differential diagnosis and treatment.

### What will I get out of it?

You will develop the skills and knowledge to autonomously manage the client presenting with a minor illness or injury. You will be given the opportunity to explore the theory and practice of minor illness and injury management and will investigate how good practice can be developed in your care setting.

#### 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 **MODULE LEADER** Dr Omo Ojo

**LEVEL 7 PATHWAYS** Long-Term Conditions and Planned Care **CODE** NURS 1506 **CREDITS** 30 **MODULE LEADER** Dr Omo Ojo

### Who is this module for?

This module 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 about 3.8 million people (diagnosed and undiagnosed) in England, representing about 9% of the adult population (Public Health England, 2016). The cost of Type 2 diabetes to the NHS has been put at £8.8 billion each year (Public Health England, 2016). This module 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, including those that focus on diabetic emergencies and diabetic-related complications and research evidence to explain the clinical management. The module draws on the various National Institute for Health and Care Excellence Guidelines (2018; 2015)

### 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 **MODULE LEADER** Alison Cork

**LEVEL 7 PATHWAY** Acute Care **CODE** NURS 1514 **CREDITS** 15 **MODULE LEADER** Alison Cork

### Who is this module for?

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

### What is it about?

During this module, you will examine emergency care practice and critically explore 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 module 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 module 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?

By studying this module you will acquire increased knowledge and skills in effectively managing the client in the emergency care environment.

**TIMETABLE**  
**Weeks 3,5,7,9:** am–pm, Thu  
**Weeks 11,12:** am–pm, Thu

## Emergency Care Practice 2

**LEVEL 6 PATHWAY** Acute Care **CODE** NURS 1392 **CREDITS** 30 **MODULE LEADER** Alison Cork

**LEVEL 7 PATHWAY** Acute Care **CODE** NURS 1515 **CREDITS** 30 **MODULE LEADER** Alison Cork

### Who is this module for?

This module 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 module, you will develop your practice, underpinning it with theoretical knowledge based on contemporary evidence, in order to promote your clinical and academic development. The module 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 also 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 20, 22, 24, 26, 28:** am Wed, pm Thu

## Enhanced Clinical Assessment Skills (ECAS)

**LEVEL 6 PATHWAY Planned Care CODE OMED 1138 CREDITS 30 MODULE LEADER Ren Lawlor**

**LEVEL 7 PATHWAY Planned Care CODE NURS 1269 CREDITS 30 MODULE LEADER Ren Lawlor**

### Who is this module for?

This module 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 are also required to have support from your clinical manager and an appropriately qualified clinical mentor in your practice area. This must be someone who has successfully completed ECAS or equivalent, registrar or consultant.

### 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 module, 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 module during the academic year. Early applications are recommended due to popularity.

### What will I get out of it?

You will acquire increased knowledge and skills to effectively perform advanced clinical assessment.

You will also gain the confidence and competence to meet the objectives of your professional role and organisation.

#### TIMETABLE

Occurrence 1 **Weeks 3–13, 17:** am–pm, Thu  
Occurrence 2 **Weeks 18–27, 30:** am–pm, Thu

## Evidence-Based Practice

**LEVEL 6 CODE NURS 1388 CREDITS 15**  
**MODULE LEADER Dr Graham Boswell**

### Who is this module for?

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

### What is it about?

The module 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 module 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 module 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 3–13:** am  
**Weeks 3, 6, 9:** Thu (classroom-based)  
**Weeks 5, 7, 8, 10–13** (e-learning)  
Occurrence 2 **Weeks 34–42:** am  
**Weeks 34, 36, 39:** Thu (classroom-based)  
**Weeks 34, 36, 37, 39–42** (e-learning)

An online version of this module may also be available. Please contact the module co-ordinator to discuss this option.

## Fundamentals of General Practice Nursing

**LEVEL 6 PATHWAY** Long Term Conditions and Planned Care **CODE** NURS 1531 **CREDITS** 30 **MODULE LEADER** Alice Neave

### Who is this module for?

This module is for qualified healthcare practitioners who are new to working in general practice (or within six months of starting in this area) who would like to develop their knowledge of general practice nursing.

To undertake the module, you will need to be employed in general practice nursing and have the support of your employer.



### What is it about?

The module aims to provide the skills, knowledge and attitudes required for current competent practice. As well as developing your fundamental clinical skills, the module will give you an understanding of the unique challenges of working in primary care.

### What will I get out of it?

You will enhance your skills and develop knowledge by reviewing current theory and practice, enabling you to perform the role of general practice nurse.

#### TIMETABLE

Occurrence 1 **Weeks 3,5,7,9,11,13,18,20,22,24:** am–pm, Mon  
Occurrence 2 **Weeks 21, 23, 25, 27, 29, 34,36, 38, 40, 42:** am–pm, Tue

## Infection Prevention and Control for Clinical Practice

**LEVEL 6 PATHWAYS** Acute Care and Planned Care **CODE** NURS 1241 **CREDITS** 30 **MODULE LEADER** Julie Bowden

### Who is this module for?

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

### What is it about?

The module examines all aspects of infection, prevention and 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 module 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 3, 5, 7:** am–pm, Thu and Fri  
**Weeks 9, 11, 24, 25:** am–pm, Thu

## Intensive Care Practice

**LEVEL 6 PATHWAY** Acute Care **CODE** NURS 0447  
**CREDITS** 30 **MODULE LEADER** Deborah Dorsett

**LEVEL 7 PATHWAY** Acute Care **CODE** NURS 1508  
**CREDITS** 30 **MODULE LEADER** Deborah Dorsett

### Who is this module for?

This module is for registered healthcare practitioners who are already working in Intensive care units and providing care for Level 3 patients. You should have at least a year's experience in intensive care and must have the support of your clinical manager. You must have an approved mentor to assess you in the clinical area.

Applicants for Level 6 will usually be expected to have successfully completed, or be studying, the Evidence-Based Practice module. The Pathophysiology for Intensive Care Practice module must be taken prior to Intensive Care practice as the modules are linked. Applicants for the Level 7 module should have a good Honours degree. Evidence of this and all studies must accompany your application.

### 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 to embrace wholeheartedly an ethic of learning is essential (Berwick, 2013).

This module will build on your existing knowledge, skills and experience to develop practice underpinned by sound theoretical knowledge and contemporary evidence.

### What will I get out of it?

You will gain the skills to analyse the management of critically ill patients. You will develop your confidence and competence to work with a multi-professional team and drive practice forward to deliver high-quality compassionate care.

**TIMETABLE**  
**Weeks 18–27:** am–pm, Thu

## Long-Term Conditions

**LEVEL 6 PATHWAYS** Long-Term Conditions and Planned Care **CODE** NURS 1394 **CREDITS** 15  
**MODULE LEADER** Julie Cooper

## Long-Term Conditions: Management

**LEVEL 7 PATHWAYS** Long-Term Conditions and Planned Care **CODE** NURS 1268 **CREDITS** 30  
**MODULE LEADER** Julie Cooper

### Who are these modules for?

These modules 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 are they 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 modules build on the Evidence-Based Practice module 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 them?

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

**TIMETABLE**  
Long-Term Conditions (Level 6)  
**Weeks 2, 4, 7, 10, 13:** am–pm, Fri  
Long-Term Conditions: Management (Level 7)  
**Weeks 2–5, 7–10, 12–13:** am–pm, Fri

## Pain Management

**LEVEL 6 PATHWAY** Planned Care **CODE** NURS 1146  
**CREDITS** 15 **MODULE LEADER** Geeta Hardath

**LEVEL 7 PATHWAY** Planned Care **CODE** NURS 1524  
**CREDITS** 15 **MODULE LEADER** Geeta Hardath

### Who is this module for?

This module 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.

Applicants for the Level 7 module must have completed a first degree. Evidence of all studies must accompany your application.

### What is it about?

The module 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 module is delivered by e-learning, and you will need to have access to the Internet. The module includes an optional introductory session for the virtual learning environment, Moodle, held at the university.

### What will I get out of it?

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

#### TIMETABLE

**Week 18:** am, Tue (introduction)  
**Weeks 19–27:** (e-learning)

## Pathophysiology for Intensive Care Practice

**LEVEL 6 PATHWAY** Acute Care **CODE** ANAT 1067  
**CREDITS** 15 **MODULE LEADER** Dr Terry Ferns

**LEVEL 7 PATHWAY** Acute Care **CODE** ANAT 1096  
**CREDITS** 15 **MODULE LEADER** Dr Terry Ferns

### Who is this module for?

This module is for qualified healthcare professionals working in critical care settings who have support from a clinical manager and a qualified mentor/ assessor. Applicants must have completed, or be studying, the Evidence-Based Practice module.

### What is it about?

The module 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 needed 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:** pm, Thu

## Prescribing from the Nurse Prescribers' Formulary (V150)

**LEVEL 6 PATHWAYS** Long-Term Conditions and Planned Care **CODE** NURS 1554 **CREDITS** 15 **MODULE LEADER** Alice Neave

### Who is this module for?

This module 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 module will prepare 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 module draws on the requirements of legislation, codes and policies for professional competence.

### What will I get out of it?

By undertaking this module you will acquire the knowledge and skills to prescribe from the Nurse Prescribers' Formulary (V150) qualification, which is recordable with the Nursing and Midwifery Council.

#### TIMETABLE

**Weeks 34, 40, 41, 42, 43, 44:** 9am–4pm, Thu  
**Weeks 35, 36, 38, 39:** 10am–5pm, Thu

## Respiratory Care

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

**LEVEL 7 PATHWAYS** Long-Term Conditions and Planned Care **CODE** NURS 1522 **CREDITS** 30 **MODULE LEADER** Rona Dury

### Who is this module for?

This module 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 module 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 have the opportunity to critically examine and 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, Thu

## Return to Practice for Nurses

**LEVEL 6 PATHWAY** Continuing Professional Development (CPD) Associate Course **CODE** NURS 1550 **CREDITS** 30 **MODULE LEADER** Geeta Hardath

### Who is this module for?

This module is for qualified nurses whose registration with the Nursing and Midwifery Council has lapsed following a career break of three or more years 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.

For London applicants a placement area is sourced for you, however in Kent you must be nominated by a healthcare organisation that can offer relevant clinical experience.

### What is it about?

The module 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.

### What will I get out of it?

The supporting mechanisms in place will enable you to gain self-confidence in re-entering practice and engender lifelong learning, thus ensuring professional competence is maintained.

We offer several opportunities to study this module during the academic year.

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

#### TIMETABLE

October occurrence

**Week 3,6,9** 10am–3pm Mon–Fri (Adult, Mental Health & Learning Disabilities, subject to numbers)

January occurrence

**Week 19,22,25** 10am–3pm Mon–Fri (Adult, Midwifery, Child, Mental Health Learning Disabilities, subject to numbers)

April occurrence

**Week 29,32,35** 10am–3pm Mon–Fri (Adult, Mental Health, Learning Disabilities, subject to numbers)

## The Principles of Palliative Care and End of Life Care

**LEVEL 6 PATHWAY** Long Term Conditions and Planned Care **CODE NURS 1537 CREDITS 15 MODULE LEADER** Tania Blackmore

### Who is this module for?

This module is for registered healthcare professionals who wish to develop their knowledge and skills in the care and management of palliative patients and patients at end of life.

High profile health reports including: The Francis Report (2013), the Liverpool Care Pathway Review (2013) and the Leadership Alliance Review (2014) have highlighted that health care professionals need to have more focused education in end of life care.

The NMC are also recommending that end of life care education is made part of the revalidation process for remaining on the NMC register.

### What is it about?

This module will examine the principles of palliative care and care of the patient at end of life. Palliative care cannot focus on the traditional curative goals found in healthcare and has to integrate the bio-psychosocial and spiritual aspects of care. In response to the holistic nature of palliative care this module will incorporate symptom control; legal and ethical considerations in palliative care; loss and bereavement; communication skills; care of family and carers and the maintenance of professional resilience in palliative care.

### What will I get out of it?

You will increase your specialist knowledge and skill in the care of palliative patients and all patients at end of life.

**TIMETABLE**  
**Weeks 34–38:** am–pm, Thu

## Trauma Care

**LEVEL 6 PATHWAY** Acute Care **CODE NURS 0203 CREDITS 15 MODULE LEADER** Richard Ward

### Who is this module for?

This module is for qualified healthcare professionals working in the pre-hospital and hospital emergency settings. Both new and existing staff in the emergency department or ambulance service will benefit from this module.

You must have the support of your clinical manager.

### What is it about?

The National Audit Office (2010) estimated that there is 20,000 cases of major trauma in England each year. Approximately 25% of these patients will go on to die as a result of their injuries. Currently, Major Trauma is the leading cause of death in those under 45 years of age (NICE, 2016).

The process to improve patient care requires all healthcare professionals to develop the knowledge and skills required to meet national and local guidelines as well as the standards of their organisation and professional role.

The module will prepare you for your role in trauma care by utilising a systematic approach to the assessment 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 care.

**TIMETABLE**  
**Week 18–22:** Thu, am–pm

## Wound Care: Principles of Management

**LEVEL 6 PATHWAY** Planned Care **CODE NURS 0202 CREDITS 15 MODULE LEADER** Anne Dalton-O'Connor

### Who is this module for?

This module 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 module focuses on assessment, management and evaluation of wound care.

### What will I get out of it?

You will gain increased knowledge and skills in the clinical assessment of the trauma patient, injury patterns and identification, underlying trauma pathology and trauma care pathways of the severely injured patient.

**TIMETABLE**  
**Weeks 18–20, 22, 24:** am–pm, Tue

## 12-Lead Electrocardiogram Interpretation

**LEVEL 6 PATHWAY** Acute Care **CODE** NURS 1367  
**CREDITS** 15 **MODULE LEADER** Rob Slee

### Who is this module for?

This module 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 module either as a student of the Associate Student Health and Social Care course or by undertaking the Pre-Hospital Care route of the BSc Hons Professional Practice in Health and Social Care course.

### 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:** pm, Thu





# Health Development

## Academic Skills and Professional Studies

### Academic Preparation

**LEVEL 5 CODE OMED 0103 CREDITS 15**  
**MODULE LEADER** Sandra Rankin

#### Who is this module for?

This module 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 module 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 module 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 module during the academic year.

#### What will I get out of it?

The aim of this module 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 2–13:** am, Thu

The Academic Preparation module 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 contact the module co-ordinator.

### Developing an Advanced Portfolio for Practice

**LEVEL 6 CODE OMED 1143 CREDITS 15**  
**LEVEL 6 CODE OMED 1144 CREDITS 30**  
**MODULE LEADER** Julie Bowden

#### Who are these modules for?

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

#### What are they 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 modules 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 them?

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 module co-ordinator or your course leader before registering for this module.

**TIMETABLE**  
Occurrence 1  
**Weeks 2–12:** pm, Tue (e-learning)  
Occurrence 2  
**Weeks 18–29** (optional attendance in weeks 20, 23, 26): pm, Tue (blended learning)

## Health and Social Care Ethics

**LEVEL 6 CODE OMED 1337 CREDITS 15**  
**MODULE LEADER** Nevin Mehmet

### Who is this module for?

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



### What is it about?

The module examines ethical issues in health care, the complex demands of ethical health care, and the relationship and tensions between ethical and legal contexts within the planning and delivery of health and social services.

This module is delivered solely by e-learning via the Internet.

### What will I get out of it?

You will learn to explore the key health and social care issues from different perspectives and consider the ethical and/or legal rationale in the practical environment for both your own views and the views of others.

**TIMETABLE**  
**Weeks 18–29:** (e-learning)

## Portfolio of Innovative Practice

**LEVEL 7 CODE OMED 1167 CREDITS 15**  
**LEVEL 7 CODE OMED 1168 CREDITS 30**  
**MODULE LEADER** Julie Bowden

### Who is this module for?

This module is for experienced 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 module 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 module is delivered by e-learning, via the Internet with three optional classroom sessions.



### 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 module co-ordinator or your course leader before registering for this module.

#### TIMETABLE

**Weeks 18–29:** pm, Tue (optional attendance at the university in weeks 20, 23, 26) (blended learning)

## Leadership and Management

### Applied Leadership in Health and Social Care

**LEVEL 7 CODE BUSI 1605 CREDITS 30**

**MODULE LEADER** Surinder Walia

#### Who is this module for?

This module is for existing leaders or managers in health, social care or educational organisations. You should have a first degree or equivalent and be able to demonstrate evidence of relevant leadership or management experience.

#### What is it about?

Leadership within today's healthcare is vastly complex and is moving towards a journey of achieving advancing healthcare excellence in which high quality and patient-centered care is the driving force. In order to achieve this the clinical leader is expected to lead and manage high performing teams by responding to the demands of the rapidly changing healthcare industry.

By completing this module, you will gain the skills, knowledge and confidence to enhance team performance and provide effective leadership within healthcare settings. This personal development module is designed to develop your leadership role through reflection and theoretical insight.

There will be opportunities for developing ideas and discussing current understanding of contemporary leadership approaches, in order for you to enhance your leadership qualities.

#### What will I get out of it?

This module aims to build existing knowledge and skills of contemporary leadership and management approaches in order to facilitate advanced practice.

#### TIMETABLE

**Weeks 2–13:** pm, Tue

## Leadership Development

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

**Sandra Rankin**

#### Who is this module for?

This module is for those in team leadership roles, 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 module is organised as a series of six one-day workshops. It covers the key skills and knowledge areas required for effective team leadership, including motivation, team development, leadership style, change management, conflict management and project management. You will have opportunities for application and reflection, as well as time for preparatory work for the next workshop.

### What will I get out of it?

You will develop a greater understanding of your role and of the practical demands, challenges and opportunities of team leadership. You will gain practical and intellectual skills for individual and team effectiveness and enhance your personal and professional development.

#### TIMETABLE

**Weeks 19, 23, 25, 27, 29:** am–pm, Thu



## Leadership through Action Learning

**LEVEL 6 CODE BUSI 1406 CREDITS 15**  
**MODULE LEADER** Surinder Walia

**LEVEL 7 CODE BUSI 1407 CREDITS 15**  
**MODULE LEADER** Surinder Walia

### Who is this module for?

This module is for registered practitioners working within leadership roles in clinical practice. You must have support from your managers. Potential consideration can be given for on site/Trust delivery of this module if there are sufficient and viable student numbers.

### What is it about?

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

The leadership components which inform this module have been developed from the DoH document *Inspiring Leaders: Leadership for Quality* (2009) and incorporates the NHS Change Model (2012) and the Healthcare Leadership Model (2013). 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. You are required to attend six action learning days.

#### TIMETABLE

**Week 2:** am–pm, Mon and Tue (development workshop)  
**Weeks 4, 8, 12, 18, 21, 25:** am–pm, days vary  
(Action Learning Set Days)

Please note: due to the nature of delivery of this module, these dates can occasionally be subject to change.

## Organisational Leadership and Management

**LEVEL 7 CODE BUSI 1606 CREDITS 30**  
**MODULE LEADER** Deborah Johnson

### Who is this module for?

This module is for existing leaders or managers in health, social care or educational organisations. You should have a first degree or equivalent and be able to demonstrate evidence of relevant leadership or management experience.

### What is it about?

Effective leadership and management have long been seen as key to an organisation's future success, but today, as pressures mount on the health, social care and educational sectors, managers and leaders must be able to respond to rapid changes in their operating environment, satisfy complex and often competing stakeholder needs, lead through intricate organisational structures, and motivate staff to achieve increasingly challenging performance targets against a backdrop of finite, often diminishing resources.

This module will provide you with the knowledge, skills and analytical capability needed for advanced leadership and management practice in a modern health, social care or educational organisation.



### What will I get out of it?

This module combines theoretical insight with an understanding of the practical challenges of strategy, organisation and leadership in a modern health, social care or educational organisation. You will develop a deeper appreciation of what it means to lead and manage in a world of continuous change, and how actions at an organisational level impact service delivery and performance.

#### TIMETABLE

**Weeks 2–13:** pm, Thu

## Personal Leadership and Management

**LEVEL 7 CODE BUSI 1607 CREDITS 30 MODULE LEADER** Deborah Johnson

### Who is this module for?

This module is for existing leaders or managers in health, social care or educational organisations. You should have a first degree or equivalent and be able to demonstrate evidence of relevant leadership or management experience.

### What is it about?

Through analysis of the literature and practice of leadership, this module will enable you to examine critical aspects of leadership and management, such as performance management, the management of team interpersonal skills and behaviours, traits and styles of leadership, values and ethical leadership.

### What will I get out of it?

You will gain a critical understanding of the theory that underpins leadership at both an intrapersonal and interpersonal level and develop and extend your existing expertise in this area.

#### TIMETABLE

**Weeks 18–29:** pm, Thu

## Social Enterprise in Health and Social Care

**LEVEL 6 CODE BUSI 1488 CREDITS 15 MODULE LEADER** Charles Oham

### Who is this module for?

This module 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 module is also designed for professionals who are exploring opportunities to make their organisations sustainable through entrepreneurial activity.

### 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.

Over the years, government initiatives have encouraged 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 which will promote further development of social enterprises, mutuals and co-operatives within the health and social care sector.

This module 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. The module will also offer you an additional career path through entrepreneurship.

#### TIMETABLE

**Weeks 2–13:** am, Thu (classroom-based or blended learning)

## Understanding and Applying Management in Health and Social Care

**LEVEL 6 CODE BUSI 1479 CREDITS 15 MODULE LEADER**  
Charles Oham

### Who is this module for?

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

### What is it about?

The module will give you a grounding in management theories, principles and practice. This will ensure that

you are 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 the module 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:** Date and time TBC



## Projects and Research

### Enquiry-Based Project

**LEVEL 7 CODE RESE 1128 CREDITS 60**  
**MODULE LEADER Paul Newton**

#### Who is this module for?

Applicants should be registered as students on the MSc Advanced Practice course.

#### What is it about?

This module 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 module 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 module comprises some classroom based sessions, e-learning, personal supervision and negotiated cohort meetings.

#### What will I get out of it?

You will be given the opportunity to undertake a detailed enquiry into an aspect of relevant professional practice. You will also 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 2–46:** (blended learning)

### Integrated Work Based Learning

**LEVEL 6 PATHWAY Mental Health Care CODE NURS 1001 CREDITS 30**  
**MODULE LEADER Julia Telfer**

#### Who is this module for?

This module is for qualified practitioners in health practice and is an alternative to Project OMED 0052 within BSc Professional Practice.

#### What is it about?

The module 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 module 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 2–13, 18–29:** pm, Tue

### Project

**LEVEL 6 CODE OMED 0052 CREDITS 30**  
**MODULE LEADER Susan Button LEVEL 6 CODE OMED 1219 CREDITS 30**  
**CO-ORDINATOR Susan Button**

#### Who is this module for?

This module is for health and social care students and practitioners who wish to complete their Level 6 undergraduate course. It is a component of BSc Hons Professional Practice in Health and Social Care and BSc Hons Sexual Health.

#### What is it about?

This is a two-term module, at the end of which you will be required to submit a 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.

The module can be studied in the classroom or by e-learning, via the Internet (the e-learning option will include some one-to-one 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 2–11:** pm, Tue (classroom-based)  
 OMED 1219 **Weeks 2–11:** (e-learning)

# Public Health

## Enquiry Skills and Research Knowledge

**LEVEL 7 CODE RESE 1129 CREDITS 30**

### Who is this module for?

This module is for students who are registered on the MSc Advanced Practice course. It can be taken as a stand-alone module but it is also a second year compulsory module for students studying the MSc Advanced Practice course.

### What is it about?

This module is designed to provide opportunities for students to: develop professional competence in the exploration, examination, appraisal and critique of research evidence in the areas of education, health and social care; Judge the significance of the underpinning elements of research, such as: i) the nature and validity of knowledge (epistemology); ii) ontology; iii) the qualitative and quantitative research paradigms; and, iv) the influence of disciplinary and inter-disciplinary frameworks; and To strengthen their critical thinking skills and the application to both the remaining work in the MSc and to education, health and social care.

The module comprises traditional classroom based sessions, e-learning via the internet and individual or group tutorials.

### What will I get out of it?

On completing this module you will be able to: demonstrate the ability to undertake a systematic appraisal of qualitative and quantitative research evidence, including novel and emerging techniques such as new forms of qualitative electronic data sources, discourse analysis and content analysis; reflect synthetically and critically upon how education, health and social care professional practice can be improved through the use of current research findings; evidence autonomous skills in the formulation of a research proposal containing aims, objectives, research questions/hypotheses, literature review, methodology, methods and theoretical approach; and demonstrate a conceptual understanding of the ethical implications associated with conducting research, including relevant implications depending on whether primary data are collected or not.

### The assessment comprises:

- i) A research proposal which includes aims, objectives, research question/hypothesis and a brief literature review to inform your proposed research methodology and methods to be used. The proposal must include discussion of epistemological, ontological and ethical principles; and
- ii) a portfolio which evidences your engagement in online discussions as well as any ethical forms required.

**TIMETABLE**  
**Weeks 2–14:** pm, Thu

## Health Promotion

**LEVEL 6 PATHWAY Staying Healthy CODE NURS 0081 CREDITS 15 MODULE LEADER Charlotte Jeavons**

### Who is this module for?

This classroom-based module is for anyone interested in promoting health and preventing illness. It will enable you to critically analyse this subject based on an understanding of theory and research evidence.

### What is it about?

During the module, you will design, justify and evaluate a health promotion project based on your learning of the current health trends, the social determinants, the impact of inequalities in health and the ethical implications of delivering health promotion initiatives.

### 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 a population level for your own patient/client group.

**TIMETABLE**  
**Weeks 18–32:** am–pm, Tue



# Learning Disability/Intellectual Disabilities and Mental Health

## Learning Disability/Intellectual Disabilities

In addition to the following modules, study days can be arranged for individual services and organisations that provide care to people with learning disability. Please discuss your requirements with Avril Hocking, Senior Lecturer, Learning Disability Team.

### ‘Making Change Happen’: Improving the Outcomes for People with Intellectual Disabilities

**LEVEL 6 CODE OMED 1352 CREDITS 30**  
**MODULE LEADER** Avril Hocking

#### Who is this module for?

This module is suitable for learning disabilities, mental health, children and adult nurses who work in a range of different settings which can be accessed by people with intellectual disabilities. These settings include the prison service, acute hospitals and special needs schools, as well as intellectual disability services

#### What is it about?

It is well established that although the life expectancy of individuals with intellectual disabilities

is increasing, the mortality rate across this population is three times higher than the general population. Children, young people and adults with intellectual disabilities have more health needs compared to the rest of the population, yet face major barriers in being able to obtain appropriate and effective health care. In some cases, poor health care has led to individuals dying prematurely.

This module explores these barriers and evaluates different initiatives, government directives and policies in trying to tackle these issues of inequality to ensure that these groups of individuals receive effective health care.

#### What will I get out of it?

You will be able to critically analyse a range of local and national initiatives set up to improve health outcomes and explore their effectiveness in improving outcomes for people with intellectual disabilities across the lifespan.

In particular, you will critically examine ways of improving the effectiveness of these initiatives in order to enhance health outcomes for people with intellectual disabilities.

#### TIMETABLE

**Weeks 2–13** (attendance one day a week at the university in **weeks 2, 7, 13**): (blended learning)

## Supporting People with Intellectual Disabilities with Mental Health Problems, Challenging or Forensic Behaviours

**LEVEL 6 CODE SOCI 1107 CREDITS 30**  
**MODULE LEADER** Peter Woodward

### Who is this module for?

This module is for health and social care practitioners working with people with intellectual disabilities in a range of services such as education, prisons and forensic services.

### What is it about?

The module critically examines the concepts of assessment and treatment of mental health problems and challenging behaviours in young people and adults with intellectual disabilities, and evaluates their relevance to offending behaviours.

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

### What will I get out of it?

You will develop specialist skills and knowledge in supporting people with learning disabilities who are more likely to develop challenging behaviours, have mental health problems and are at an increased risk of offending.

#### TIMETABLE

**Weeks 18–29** (attendance one day a week at the university in **weeks 18, 23, 29**): (blended learning)

## Mental Health

### Advanced Assessing and Formulation in Mental Health

**LEVEL 7 PATHWAY Mental Health Care CODE NURS 1523 CREDITS 30**  
**MODULE LEADER** Dr John Crowley and Jane Matonhodze

### Who is this module for?

This module is for people with a professional qualification in a health-related discipline and a first degree (or equivalent) working in a variety of settings with clients who have mental health needs. This is a core module for the Mental Health pathway of the MSc Advanced Practice course.

### What is it about?

This module provides opportunities for you to gain expert assessment and formulation skills from a range of theoretical evidence and values-based approaches to mental health.

The module will facilitate the development of autonomous practice and clinical leadership in the context of current health and social care legislation and policy.

### What will I get out of it?

You will develop an autonomous critical leadership role in carrying out needs-led assessment and formulation from a theoretical context. Specifically, you will develop your skills in physical, psychological and social assessment applied to your own field of practice.

You will gain key skills in the assessment of risk, physical health and wellbeing and mental state. You will gain confidence through presentation, role play and rehearsal in collaboration with your peers.

#### TIMETABLE

**Weeks 2–13:** am, Thu

## Assessment in Mental Health

**LEVEL 6 PATHWAY Mental Health Care CODE NURS 1200 CREDITS 15**  
**MODULE LEADER** Jane Matonhodze

### Who is this module for?

This module 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 of the BSc Professional Practice Mental Health Endorsement.



### What is it about?

The module 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 2–12:** am, Thu.



## Cognitive Behavioural Approaches: An Introduction for Mental Health Care\*

**LEVEL 6 PATHWAY Mental Health Care CODE NURS 1535 CREDITS 15 MODULE LEADER Dr John Crowley**

### Who is this module for?

This module is suitable for all qualified health practitioners and primary care staff who have a role in the delivery of low-level CBT interventions.

### What is it about?

The module will help you to develop an understanding of the key concepts and theoretical cornerstones underpinning cognitive behavioural work with anxiety and depression.

The knowledge and skills developed through the module will provide the primary frameworks for understanding CBT-oriented assessments, formulations and treatment strategies.

### What will I get out of it?

The module seeks to refine your existing skills and to extend your skills repertoire through the introduction of evidence-based cognitive behavioural techniques that have been demonstrated to be effective in the research and practice literature.

#### TIMETABLE

**Weeks 2–12:** pm, Thu

## Dementia: Person-Centred Studies

**LEVEL 6 CREDITS 15 CODE NURS 1552 & LEVEL 7 CREDITS 30 CODE NURS 1521 MODULE LEADER Nicki Fowler**

### Who is this module for?

This module is for practitioners with a professional qualification in a health-related discipline and a first degree (or equivalent). You may undertake this module as part of the Mental Health pathway of the MSc Advanced Practice course.

### What is it about?

In England, there are currently 570,000 people living with dementia. This is expected to double over the next 30 years, with one new case occurring every 3.2 minutes. Dementia costs the UK £17 billion each year, more than heart disease, stroke and cancer combined.

This module aims to develop the knowledge base and creative approaches to working with people living with dementia, including friends, families and carers.

### What will I get out of it?

You will gain a theoretical basis for understanding the clinical science of dementia for Alzheimer's (the most common form of dementia) and other types such as vascular dementia, dementia with Lewy bodies and frontotemporal dementia. You will gain knowledge of up-to-date research into genetics and biological markers.

You will also develop your skills for working with complexity and crisis and develop leadership for transforming dementia care for individuals and groups of people living with dementia.

#### TIMETABLE

**Weeks 18–29:** (dates and times TBC)



## Family Support\*

**LEVEL 6 PATHWAY Mental Health Care CODE NURS 1536 CREDITS 15 MODULE LEADER Dr John Crowley**

### Who is this module for?

This module 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 module as part of the BSc Hons Professional Practice.

### 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 module. It 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 18–29:** am, Tue

## Personality Disorder: Recovery and Inclusion\*

**LEVEL 6 PATHWAY Mental Health Care CODE NURS 1321 CREDITS 15 MODULE LEADER Simon McArdle**

### Who is this module for?

This module is suitable for all qualified mental health practitioners.

You may undertake the module as part of the BSc Hons Professional Practice.

### What is it about?

The module 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 module, 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 18–29:** am, Tue

## Physical Health Care and Medicines Management\*

**LEVEL 6 PATHWAY** Mental Health Care **CODE** NURS 1534 **CREDITS** 15 **MODULE LEADER** Julia Telfer

### Who is this module for?

This module is for those who are involved or interested in the development of their skills and knowledge relating to medicines and medicines management, and also in the physical health issues related to people with mental health problems.

This module is core in the BSc Professional Practice.

### What is it about?

The module is designed to develop your existing expertise as an autonomous critical mental health practitioner. You will gain an understanding of the principles of effective medication management and recognise the clinical skills and professional values involved in the physical health care of people with mental health problems and psychiatric disorders.

### What will I get out of it?

You will be able to critically analyse, select and utilise research and theories to formulate contemporary approaches to effective and collaborative medication management and physical health care in a mental health context. You will also develop the skills to evaluate the application of health promotional activities and frameworks in the context of mental health service users.

Additionally, the module will enable you to expand your existing autonomy and leadership skills for effective interprofessional/inter-agency collaboration in the context of the medication management and physical health needs of mental health service users.

You will also be able to critically discuss health inequalities relating to individuals with mental health problems and psychiatric disorders.

**TIMETABLE**  
**Weeks 18–29:** am, Thu

## Problematic Substance Use\*

**LEVEL 6 PATHWAY** Mental Health Care **CODE** OMED 1312 **CREDITS** 15 **MODULE LEADER** Dr John Foster

### Who is this module for?

This module 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.

You may undertake this module as part of the BSc Hons Professional Practice.

### What is it about?

The module 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 2–13:** pm, Tue

## Psychosocial Interventions in Mental Health

**LEVEL 6 PATHWAY** Mental Health Care **CODE** NURS 1397 **CREDITS** 15 **MODULE LEADER** Dr John Crowley

### Who is this module for?

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

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

If you wish to study Psychosocial Interventions in Psychosis (see the following entry), you must first complete this module. The module may also be undertaken as part of the BSc Hons Professional Practice.

### 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 18–29:** pm, Thu



Image courtesy of careimages.com

## Psychosocial Interventions in Psychosis\*

**LEVEL 6 PATHWAY** Mental Health Care **CODE NURS 1399 CREDITS 15 MODULE LEADER** Dr John Crowley

### Who is this module for?

This module 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.

If you wish to study this module, you must first complete Psychosocial Interventions in Mental Health (see the previous entry). The module may also be undertaken as part of the BSc Hons

Professional Practice.

### 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 module 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 module 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 2–13:** am, Tue

## Return to Practice for Nurses

**LEVEL 6 PATHWAY** Continuing Professional Development (CPD) Associate Course **CODE NURS 1550 CREDITS 30 MODULE LEADER** Geeta Hardath

### Who is this module for?

This module is for qualified nurses whose registration with the Nursing and Midwifery Council has lapsed following a career break of three or more years 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 in Kent. You will study at Level 6.

### What is it about?

For London applicants a placement area is sourced for you, however in Kent you must be nominated by a healthcare organisation that can offer relevant clinical experience.

### What will I get out of it?

The supporting mechanisms in place will enable you to gain self-confidence in re-entering practice and engender lifelong learning, thus ensuring professional competence is maintained.

We offer several opportunities to study this module during the academic year.

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

**TIMETABLE**

Mon-Fri am-pm,

**Week 3, 6, 9** October occurrence

**Week 19, 22, 25** January occurrence

**Week 29, 32, 35** April occurrence

Subject to numbers



## Recovery and Cultivating Compassion in Mental Health

**LEVEL 7 PATHWAY** Mental Health Care **CODE** NURS 1520 **CREDITS** 30 **MODULE LEADER** Amanda Collins-Eade

### Who is this module for?

This module is for practitioners with a professional qualification in a health-related discipline and a first degree (or equivalent) working in a variety of settings with clients who have mental health needs.

You may undertake this module as part of the Mental Health pathway of the MSc Advanced Practice course.

### What is it about?

The module has been designed in consultation with practitioners, service providers and service users to facilitate critical discourse about the nature of mental illness, mental health and recovery for people with a range of mental health problems.

It will enable you to develop analytical understanding of the theory, research, principles and values underpinning compassion-oriented approaches in mental health and apply these specifically to improve service provision and enhance practice outcomes.

### What will I get out of it?

You will develop a strategic leadership and educational role, facilitating creative, critical, recovery-oriented mental health practice in relation to compassionate practice.

You will gain opportunities to present your innovative ideas to your peers and have a positive experience of building self-aware, reflective, mindful practice that brings about change in the lives of vulnerable groups, young people and adults.

**TIMETABLE**

**Weeks 18–29:** (blended learning with four full-day workshops)



# Midwifery, Child Health and Sexual Health

## Midwifery

### Care of the Critically Ill Woman in Childbearing

**LEVEL 6 PATHWAY** Maternity and New Born Care  
**CODE NURS 0480 CREDITS 30 MODULE LEADER**  
 Mandy Stevenson

**LEVEL 7 PATHWAY** Maternity and New Born Care **CODE**  
**NURS 1337 CREDITS 30 MODULE LEADER**  
 Mandy Stevenson

#### Who is this module for?

This module 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 the module at Level 7.

#### What is it about?

The module 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, 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 Saving Lives: Reviewing Maternal Deaths to Make Motherhood Safer 2006–2008 (MBRRACE, 2016) and Saving Mothers Lives - Improving Mothers Care (2018)

#### TIMETABLE

weeks 18,20,22,24,26,28,30: pm Mon

### Examination of the Newborn

**LEVEL 6 PATHWAY** Maternity and New Born Care  
**CODE NURS 1274 CREDITS 30 MODULE LEADER** Wendy  
 Ainsworth

**LEVEL 7 PATHWAY** Maternity and New Born Care  
**CODE NURS 1338 CREDITS 30 MODULE LEADER** Wendy  
 Ainsworth

#### Who is this module for?

This module 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 the module 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 module 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 module 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:** am–pm, Fri (theory sessions)  
**Weeks 4, 8, 12, 18, 20, 22:** am–pm, Fri (clinical sessions – day of the week may change depending on student numbers)

## Return to Practice for Midwives

**LEVEL 6 PATHWAY** Continuing Professional Development (CPD) Associate Course **CODE** NURS 1550  
**CREDITS 30 MODULE LEADER** Kate Pearce

### Who is this module for?

To attend this module, 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 will study at Level 6.

You must have a contractual relationship with a healthcare organisation that can offer relevant clinical experience.

### What is it about?

The module 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.

### What will I get out of it?

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.

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. Health and Welfare of Children and Young People.

#### TIMETABLE

**Weeks 19, 22, 25:** Three compulsory theory weeks

## Health and Welfare of Children and Young People

### Health, Well-being and Welfare of Children and Young People

**LEVEL 6 PATHWAY** Children's Services **CODE** OMED  
 1257 **CREDITS 15 CO-ORDINATOR** Amanda Collins-Eade

### Who is this module for?

This module is for professionals who want to develop their knowledge and skills related to caring for young people.

### What is it about?

The module is concerned with the relationship between development and health in young people aged 12–24 and the challenges these present. Within the module students will be provided with opportunity to review the multifarious factors that interact to pose specific challenges for young people's physical and mental health and welfare.

Students will critically explore the unique needs of young people in respect of their physical health, welfare and mental health wellbeing and determine the extent to which current health care provision meets these needs.

### What will I get out of it?

The module will provide you with knowledge in order to understand some of the specific health challenges faced by young people and the factors that predispose young people to specific threats to their health and welfare. It will enable you to critically analyse the specific health and welfare needs of this age group and critically evaluate the provision for, and efficacy of, health care provision for young people.

#### TIMETABLE

**Weeks 2–13:** am–pm, Fri

## Principles of Neonatal Intensive Care

**LEVEL 6 PATHWAY Children's Services CODE NURS 1539 CREDITS 30 MODULE LEADER Lee Jagodzinski**

**LEVEL 7 PATHWAY Children's Services CODE NURS 1541 CREDITS 30 MODULE LEADER Lee Jagodzinski**

### Who is this module for?

This module is for healthcare professionals registered with the Nursing and Midwifery Council who are working within an environment that provides intensive care for the neonate or who wish to develop the skills and knowledge to enter this environment.

Students are required to have completed the Principles of Special and high Dependency Care, or equivalent, to undertake this module.

### What is it about?

The module will enable you to develop the specialist knowledge and skills required for assessing, managing and delivering safe evidence-based care in order to address the physiological, psychological and cultural needs of the neonate requiring intensive care.

It will also address contemporary and contentious perspectives on neonatal care within an interprofessional context.

### What will I get out of it?

You will develop the knowledge, skills, competence and confidence required for the provision of intensive care to the unwell neonate.

#### TIMETABLE

This module is normally delivered on the Medway Campus.  
**Weeks 18–29:** 9am–5pm, Tue

## Principles of Special and High Dependency Care of the Neonate

**LEVEL 6 PATHWAY Children's Services CODE NURS 1538 CREDITS 30 MODULE LEADER Lee Jagodzinski**

**LEVEL 7 PATHWAY Children's Services CODE NURS 1540 CREDITS 30 MODULE LEADER Lee Jagodzinski**

### Who is this module for?

This module is for healthcare professionals registered with the Nursing and Midwifery Council who are working within an environment that provides special or high dependence care for the neonate.

### What is it about?

The module will enable you to develop the specialist knowledge and skills required for assessing, managing and delivering safe evidence-based care in order to address the physiological, psychological and cultural needs of unwell neonates and their families.

There will be an emphasis on applied physiology and pharmacology and the interprofessional and multidisciplinary nature of practice and political and professional issues that impact on care.

### What will I get out of it?

You will further develop the knowledge and skills required for the provision of special and high dependency care to the unwell neonate.

#### TIMETABLE

This module is normally delivered on the Medway Campus.  
**Weeks 2–13:** am–pm, Tue

## Safeguarding Children and Young People

### Keeping Children Safe from Harm

**LEVEL 6 PATHWAY Children's Services CODE SOCW 1007 CREDITS 15 MODULE LEADER Angela Campbell**

### Who is this module for?

This module 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 module will enable you to develop the knowledge and skills required to recognise vulnerable children and young people who may be in need or at risk of significant harm. It will critically examine the different roles and responsibilities of those providing services to meet the needs of vulnerable children at risk of or suffering significant harm, and it will explore how those needs can be met.

### What will I get out of it?

By the end of the module, you will be able to critically analyse information provided about children and young people and their families to assess when and how to refer for specific action and services to protect such children.

#### TIMETABLE

**Weeks 18–29:** am, Fri

## Safeguarding Children and Young People: Concepts for Practice

**LEVEL 7 PATHWAY** Children's Services **CODE** SOCW 1107 **CREDITS** 30 **MODULE LEADER** Angela Campbell

### Who is this module for?

This module 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 practice assessment element of the module.

### What is it about?

The module 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 inter-agency and interprofessional practice. It explores theoretical research and practice knowledge across professional and disciplinary boundaries from a local and national policy perspective.

Assessment is through a portfolio of practice, including an assessment in practice and a reflective monthly log.

### What will I get out of it?

The module 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 lead practice, influence practice development and effect change at a personal and organisational level.

#### TIMETABLE

**Weeks 2–13:** am–pm, Thu (teaching sessions - the teaching for this module all takes places in term one with tutorials only in term two)

**Weeks 18–29:** (tutorials only related to assessment - dates and times of tutorials to be confirmed on an individual basis)

## Sexual Health

### Current Issues in HIV and AIDS

**LEVEL 6 PATHWAY** Staying Healthy **CODE** OMED 1145 **CREDITS** 30 **MODULE LEADER** Dr David Evans

### Advanced Practice in HIV and AIDS

**LEVEL 7 PATHWAY** Staying Healthy **CODE** OMED 1335 **CREDITS** 30 **MODULE LEADER** Dr David Evans

### Who are these modules for?

These are available as stand-alone modules for professionals working or intending to work in the field of sexual health. They are delivered concurrently but have different respective outcomes and assessment.

Current Issues in HIV and AIDS is also an option module for students on a range of courses, including BSc Hons Professional Practice in Health and Social Care, and courses in the Faculty's Sexual Health Framework.

### What are they about?

These modules provide an introduction to the multiple and complex problems confronting people who are HIV antibody positive or have AIDS. They explore 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 them?

You will develop a critical understanding and evidence-based knowledge on aetiology and clinical management of HIV.

You will also acquire 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 18–29:** blended learning comprising: **Weeks 18–20, 22–24, 26, 27, 29:** am–pm, Thu (classroom-based)

**Weeks 21, 25, 28:** (e-learning – 4 hours per week chosen by participant)

## Promoting Sexual Health

**LEVEL 6 PATHWAY** Staying Healthy **CODE** OMED 1146 **CREDITS** 15 **MODULE LEADER** Dr David Evans

**LEVEL 7 PATHWAY** Staying Healthy **CODE** OMED 1258 **CREDITS** 15 **MODULE LEADER** Dr David Evans

### Who is this module for?

These are available, online via e-learning, as stand-alone modules for professionals working or intending to work in the field of sexual health. They are delivered concurrently but have different respective outcomes and assessment.

Promoting Sexual Health is also an option module for students on courses in the Faculty's Sexual Health Framework.

### What is it about?

These modules provide the opportunity to explore the complex relationships between sexual health and a range of personal, social, environmental and political opinions and influences, and recognise the significance of these, in shaping positive sexual health promotion. You will critically examine the issues of sexual health, sexual ill health and sexual abuse highlighting political and legal issues and implications for clients and professionals.

### What will I get out of it?

Develop a critical understanding of the appropriate information and resources to enable sexual safety and sexual health. You will also acquire an understanding of the factors in the complex inter-relationship between different aspects of sexual health, and evaluate the significance of these in shaping sexual health promotion practice and policy. The modules are delivered by e-learning via the internet.

**TIMETABLE**  
**Weeks 18–29:** (e-learning)

## Sexual Health Skills

**LEVEL 6 PATHWAY Staying Healthy CODE NURS 1323**  
**CREDITS 30 MODULE LEADER Prof 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.

### 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 was developed to address national strategy requirements of the Department of Health (now the Department for Education and Public Health England). We offer two 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**  
**Weeks 2–13:** (e-learning)

## Contemporary Issues in Sexual Health

**LEVEL 7 PATHWAY Staying Healthy CODE OMED 1259**  
**CREDITS 30 CO-ORDINATOR Dr David Evans**

### Who is this course for?

This course is ideally suited to experienced practitioners working with sexual health aspects of client care who wish to develop their knowledge and career at postgraduate/Master's level.

### 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. This course is 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)



# Social Work

## Social Work

### Abuse

**LEVEL 6 CODE** SOCW 1008 **CREDITS** 15  
**MODULE LEADER** Helen Elliott

#### Who is this module for?

This module 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 module 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 abuse and support survivors of domestic abuse.

#### TIMETABLE

**Weeks 18-27, 29-30:** am, Fri

## Enabling Others / Enabling the Learning of Others

### Enabling Others

**LEVEL 6 CODE** SOCW 1101 **CREDITS** 15  
**MODULE LEADER** Elisabeth Hunter

### Enabling the Learning of Others

**LEVEL 7 CODE** SOCW 1202 **CREDITS** 15  
**MODULE LEADER** Elisabeth Hunter

#### Who is this module for?

This module is for qualified and registered social workers, normally with a minimum of two years' post-qualifying experience. It is also suitable for social care staff who are acting as practice supervisors for students or mentors/assessors for other learners. It can be studied at either Level 6 or Level 7.

#### 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 module meets the requirements of the nationally recognised Practice Educator Professional Standards, Stage 1.

#### What will I get out of it?

Registered social workers will be recognised as Stage 1 Practice Educators, able to supervise and assess students on their first placement.

#### TIMETABLE

**Weeks 5, 6, 8, 10, 12:** am–pm, Wed (workshops)

## Supervising the Learning and Development of Others

**LEVEL 7 CODE** SOCW 1196 **CREDITS** 15  
**MODULE LEADER** Elisabeth Hunter

### Who is this module for?

This module is for registered social workers, normally with a minimum of three 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 on their final placement in the workplace. You will therefore take responsibility for organising and assessing the final placement and making the judgement as to whether the student has reached the required level of capability to apply to join the professional register.

The module meets the full requirements of the nationally recognised Practice Educator Professional Standards.

### What will I get out of it?

You will achieve Stage 2 of the Practice Educator Professional Standards, which will enable you to teach and assess social work students on their final placement. This could also act as a stepping off point in preparation for other roles in teaching and assessing social work students in other contexts.

#### TIMETABLE

**Weeks 20, 22, 25, 32, 35:** am–pm, Wed (workshops)





# Standards to Support Learning and Assessment in Practice

## Standards to Support Learning and Assessment in Practice

### Paramedic Practice Educator

**LEVEL 5 CODE** NURS 1404 **CREDITS** 15  
**MODULE LEADER** Dave Kerr

**LEVEL 6 CODE** NURS 1405 **CREDITS** 15  
**MODULE LEADER** Dave Kerr

#### Who is this module for?

This module is for paramedics registered with the Health and Care Professions Council (HCPC) who wish to undertake the role of a paramedic practice educator.

The Level 6 module may be studied separately or as part of BSc Hons Professional Practice in Health and Social Care (Pre-Hospital Care).

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

#### What is it about?

This module addresses the competencies of a practice placement educator detailed in the HCPC Standards of Education and Training (HCPC, 2017) and the College of Paramedics Paramedic Curriculum Guidance.

You will undertake two one-day modules, where you will be encouraged to take an active part in the learning processes and activities.

**Session 1** includes practice assessment documentation, roles and responsibilities of the practice educator, portfolio development and models of reflection.

**Session 2** includes learning styles, managing the learning process and the practice learning environment.

**Session 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 module will enable you to acquire the knowledge and skills needed to undertake the role of a paramedic practice educator in practice.

#### TIMETABLE

**Module Days 1&2:** will be delivered locally by mutual agreement

**Qualifying as a nurse or midwife teacher: for information on the PGCert course offered by the university's Educational Development Unit.**



# Degrees and other courses

Associate Student courses	45
Counselling	46
Nursing	47
Professional Practice	51
Research	56
Public Health	57
Social Care	58
Other University of Greenwich courses	58

A number of modules listed as part of the following courses can also be studied individually. See these entries in the Modules section.

## Associate Student courses

### Associate Student Health and Social Care

**ATTENDANCE** Flexible  
**COURSE LEADER** Teresa McMahon

#### Who is this course for?

This course 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 have a contract with the university.

#### What is it about?

The course will enable you to study modules as stand-alone modules rather than as part of a specific course with an award.

#### What will I get out of it?

After completion, you may go on to a degree or masters course, and it may be possible, depending

on the entry requirements, to transfer credit from these modules to your new course. The course team can offer careers advice and guidance.

### What qualifications do I need?

You will be required to meet the entry criteria for each module, which may include working in a suitable audited clinical area and having access to an appropriate practice supervisor/assessor.

### What modules will I study?

You will study a maximum of two modules or 30 credits in an academic year. These will be selected from the range of health and social care modules offered by the faculty

## Counselling

### MSc Therapeutic Counselling

Professionally accredited by the British Association for Counselling and Psychotherapy

**ATTENDANCE** 3 YRS P/T

**COURSE LEADER** Quentin Stimpson

### Who is this course for?

This course 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 course in Year 2. This flexibility ensures the course 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?

The course 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 course 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 course adopts an innovative experiential approach to research across all three years of the course. 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 faculty's strong links with placement opportunities in the region.

### What will I get out of it?

The course provides a range of discipline-specific as well as transferable skills, together with the full training component needed to apply for 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:** A 2.1 Honours degree or equivalent qualification.

**PLUS** some minimal training in counselling skills

**AND** 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. Supply two references to support your application.
- If you have equivalent prior learning, you may apply for direct entry into Year 2. You will be required to present a portfolio of evidence demonstrating successful completion of counselling training at equivalent postgraduate (Level 7) certificate 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 modules will I study?

Modules (at Level 7)	Credits
<b>Year 1</b>	
The Integrative Relationship in Context	20
Professional Aspects of the Integrative Relationship in Context	20
The Integrative Relationship and Practice 1: Professional Issues	20
<b>Year 2</b>	
The Integrative Relationship and Therapeutic Counselling	20
Professional Aspects of the Integrative Relationship	20
The Integrative Relationship and Practice 2	20
<b>Year 3</b>	
Advanced Clinical Theory and Practice	20
Counselling Research Methodology and Project	40

## Nursing

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

Top-up course (see page 7)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T  
**MODULE LEADER** Nicky Cocklin

#### Who is this course for?

This course 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 Specialist Community Public Health Nurse course (SCPHN) is designed for nurses and midwives who wish to pursue a career in health visiting or school nursing. The course leads to a UK wide recognised qualification and registration with the Nursing and Midwifery Council (NMC) as a Specialist Community Public Health Nurse (health visitor or school nurse). The course aims to integrate the study of health, policy, research and evidence-based practice within the context of SCPHN practice. 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 course you will be eligible to work in a wide range of NHS and Local Authority commissioned community services.



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 course comprises a total of 52 course weeks with 50% theory and 50% practice.

### What will I get out of it?

If you successfully complete this course, 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 course. As an employee of the healthcare organisation, you will be required to have an occupational health assessment and under go an enhanced Disclosure and Barring Service police disclosure.
- The selection process will include a numeracy and literacy test and interview.
- If you were educated in a language other than English and/or in a country where English speakers are in a minority, you should have a minimum IELTS score of 7.0 (with a minimum of 6.0 in each skill) or an equivalent rating in another Secure English Language Test.

### What modules will I study?

#### Full-time

Modules (at Level 6)	Credits
Foundations for Professional Practice	20
Developing Proficiency for Professional Practice	20
Developing Leadership for Professional Practice	20
Promoting Health of Children and Young People in Community Practice	15
Safeguarding Children and Young People in Community Practice	15
Project for Specialist Community Nursing	30

Additional optional module but required by most employing NHS trusts. V100 Prescribing from the nurse prescribers' formulary for community practitioners is undertaken as part of a dual curriculum and is required by most employing organisations

V100 Prescribing from the nurse prescribers' formulary for community practitioners	10
--	----

#### Part-time

Part-time route may be available within some employing organisations

## PGDip Specialist Community Public Health Nursing (Health Visiting and School Nursing)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T **COURSE LEADER**  
Nicky Cocklin

### Who is this course for?

This course 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 Specialist Community Public Health Nurse course (SCPHN) is designed for nurses and midwives who wish to pursue a career in health visiting or school nursing. The course leads to a UK wide recognised qualification and registration with the Nursing and Midwifery Council (NMC) as a Specialist Community Public Health Nurse (health visitor or school nurse). The course aims to integrate the study of health, policy, research and evidence-based practice within the context of SCPHN practice. 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 course, you will be able to work to influence and improve individual and community health. Across a wide range of HNS and Local Authority commissioned community services.

You will develop evidence-based knowledge and skills in order to respond and contribute to local and national contemporary health policy and practice.

The course comprises a total of 52 course weeks with 50% theory and 50% practice.

### What will I get out of it?

If you successfully complete this course, you will be awarded a BSc Hons and be eligible to register on 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 course. As an employee of the healthcare

organisation, you will be required to have an occupational health assessment and undergo an enhanced Disclosure and Barring Service police disclosure.

- If you were educated in a language other than English and/or in a country where English speakers are in a minority, you should have a minimum IELTS score of 7.0 (with a minimum of 6.0 in each skill) or an equivalent rating in another Secure English Language Test.

### What modules will I study?

#### Full-time

##### Modules (at Level 7 unless otherwise indicated) Credits

Foundations for Professional Practice	20
Developing Proficiency for Professional Practice	20
Developing Leadership for Professional Practice	30
Promoting Health of Children and Young People in Community Practice (Level 6)	15
Safeguarding Children and Young People in Community Practice (Level 6)	15
Enquiry Skills for Research in Health Care Practice	20
Additional optional module but required by most employing NHS trusts. V100 Prescribing from the nurse prescribers' formulary for community practitioners is undertaken as part of a dual curriculum and is required by most employing organisations	
V100 Prescribing from the nurse prescribers' formulary for community practitioners	10

#### Part-time

Part-time route may be available within some employing organisations.

## BSc Hons Specialist Practitioner (District Nursing)

### Top-up course (see page 7)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T  
**COURSE LEADER** Alice Neave

### Who is this course for?

This course is for qualified nurses who wish to work as specialist practitioners (district nursing). You should be currently registered with the Nursing and Midwifery Council (NMC).

### What is it about?

The course will develop your professional knowledge and skills so you can meet the demands of contemporary practice in district nursing.

On successful completion of the course, you will be able to work to influence and improve individual and community health. You will develop skills to holistically care for patients with complex needs as well as skills in team leadership and management. You will also have the ability to meet the NMC's

standards of proficiency for specialist community nursing (district nursing). You will develop your evidence-based knowledge and skills in order to respond and contribute to local and national contemporary health policy and practice.

The course comprises a total of 45 course weeks with 50% theory and 50% practice.

### What will I get out of it?

If you successfully complete this course, you will be awarded a BSc Hons degree and the V100 Community Practitioner Nurse Prescriber qualification. These are recordable on the NMC register.

### What qualifications do I need?

To meet present NMC requirements, you must:

- Be a qualified nurse (adult branch).
- Hold current NMC registration.
- Have a minimum of, typically, 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 course. As an employee of the healthcare organisation, you will be required to have an occupational health assessment and undergo an enhanced Disclosure and Barring Service police disclosure.
- The selection process will include a numeracy and literacy test and interview.
- If you were educated in a language other than English and/ or in a country where English speakers are in a minority, you should have a minimum IELTS score of 7.0 (with a minimum of 6.0 in each skill) or an equivalent rating in another Secure English Language Test.

### What modules will I study?

#### Full-time

Modules (at Level 6)	Credits
Foundations for Professional Practice *	20
Assessment for Clinical Care	20
Clinical Care Management*	20
V100 Community Practitioner Nurse prescriber	10
Developing Leadership for Professional Practice*	20
Project for Specialist Community Nursing	20

#### Part-time

\* modules first year.

## PGDip Specialist Practitioner (District Nursing)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T  
**COURSE LEADER** Alice Neave

### Who is this course for?

This course is for qualified nurses who wish to work as specialist practitioners (district nursing). You should have a first degree and be currently registered with the Nursing and Midwifery Council (NMC).

### What is it about?

The course will develop your professional, evidence-based knowledge and skills, enabling you to meet the demands of contemporary practice in district nursing and respond and contribute to local and national contemporary health policy and practice.

Throughout the course, you will have the opportunity to review and critically analyse many of the issues that impact on service delivery and outcomes from a theoretical and practice perspective.

On successful completion of the course, you will be able to work to influence and improve individual and community health. You will develop skills to holistically care for patients with complex needs as well as skills in team leadership and management.

You will also have the ability to meet the NMC's standards of proficiency for specialist community nursing (district nursing).

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 course comprises a total of 45 course weeks, with 50% theory and 50% practice.

This postgraduate-level course 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 course will enable you to achieve a postgraduate diploma in specialist practice and the V100 Community Practitioner Nurse Prescriber qualification. These are recordable on the NMC register.

### What qualifications do I need?

To meet present NMC requirements, you must:

- Be a qualified nurse (adult branch).
- 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 course. As an employee of the healthcare organisation, you will be required to have an occupational health assessment and undergo an enhanced Disclosure and Barring Service police disclosure.
- If you were educated in a language other than English and/or in a country where English speakers are in a minority, you should have an IELTS score of 7.0 (with a minimum of 6.0 in any individual skill).

### What modules will I study?

#### Full-time

Modules (at Level 7 unless otherwise indicated)	Credits
Assessment for Clinical Care	20
Foundations for Professional Practice*	20
Clinical Care Management*	20
V100 Community Practitioner Nurse Prescriber	10
Developing Leadership for Professional Practice	30
Enquiry Skills for Research in Health Care Practice*	20

#### Part-time

\* modules first year.

# Professional Practice

## BSc Hons Professional Practice in Health and Social Care (Pre-Hospital Care)

**ATTENDANCE** maximum 5 YRS P/T – contact us for further information **MODULE LEADER** Anne Dalton-O'Connor **PRE-HOSPITAL CARE ROUTE LEADER** Marlon Stiehl

### Who is this course for?

This course is for suitably qualified paramedics who are registered with the Health and Care Professions Council and employed in a relevant practice setting.

### What is it about?

This is a flexible and innovative part-time course for paramedics who have a foundation degree, diploma or equivalent qualification who wish to 'top up' to a degree. It forms the specific professional route (Pre-Hospital Care) for the BSc Hons Professional Practice in Health and Social Care course. A wide choice of modules will enable you to create an individual course of study to suit your professional and learning needs and support your continuing professional development.

### What will I get out of it?

The course 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 course will equip you with a degree 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 (Foundation Degree/Diploma or equivalent). If you are uncertain whether your current qualifications meet these criteria, please contact the course leader.

If you do not hold the required entry qualifications, you may be able to apply for a claim for Recognition of Prior Learning (see page 7). If you wish to explore making a claim, please contact the course leader.

This route requires registration as a healthcare professional.

If you wish to 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 Faculty of Education & Health or other approved higher education institution.
- Have the support of your clinical manager and an appropriately qualified mentor/assessor.

### What modules will I study?

**Modules** (at Level 6 unless otherwise indicated) **Credits**

#### Core modules

Evidence-Based Practice	15
Project	30
<b>Pre-Hospital Care route</b>	<b>45-60</b>
Enhanced Clinical Assessment Skills	30
Developing Autonomous Practice in Urgent Care	30
Leadership through Action Learning	15
Paramedic Practice Educator (Level 5 or 6)	15
12-Lead Electrocardiogram Interpretation	15

#### Elective modules

One or two options from the following health and social care modules 30 offered by the faculty (these must be agreed by the course or route leader):

Assessment in Mental Health (15); Clinical Moving and Handling: Preparation for Trainers (15); Current Issues in HIV and AIDS (30); Dementia: Person-Centred Studies (15); Developing an Advanced Portfolio for Practice\* (15/30); Developing Autonomous Practice in Urgent Care (Minor Illness and Injuries) (30); Diabetes: Care and Management (30); Enhanced Clinical Assessment Skills (Level 6 ) (30); Infection Control for Clinical Practice (30); Health and Social Care Ethics\* (15); Health Promotion\* (15); Long-Term Conditions (15); ) (30); Respiratory Care (30); Trauma module (15), Wound Care: Principles of Management (15)

\* Module available by e-learning

For other routes under the BSc Hons Professional Practice in Health and Social Care course, please see overleaf.

## 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; Midwifery; Perioperative Practice; Practice Nursing; Pre-Hospital Care; Surgical Care Practitioner; Neonatal Care, Mental Health and Sexual Health (subject to approval).

**ATTENDANCE** maximum 5 YRS P/T – contact us for further information **MODULE LEADER/ROUTE LEADERS** see contact box below

### Who is this course for?

This course is for suitably qualified health and social care practitioners.

### What is it about?

This is an innovative and flexible 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 course offers general and specific professional routes/endorsements to support your continuing professional development (CPD).

A wide choice of modules will enable you to create an individual course of study to suit your professional and learning needs, and some of the modules 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 modules that are appropriate to your CPD requirements.

### What will I get out of it?

The course 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 course leader.

If you do not hold the required entry qualifications, you may be able to apply for a claim for Recognition of Prior Learning (see page 7). If you wish to explore making a claim, please contact the course leader.

Some routes require registration as a healthcare professional. If you wish to 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 Faculty of Education & Health 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.

### What modules will I study?

Your course comprises 120 credits from the following elements:

- Two core modules (45 credits).
- Modules from your chosen route (45–75 credits).
- Electives chosen from health and social care modules offered by the faculty (0–30 credits).

Most routes provide a selection of modules to choose from. Your course of study must be agreed with your course or route leader.

**Details of routes are given on the following page.**

Contacts	Routes
Course leader	
<b>Anne Dalton-O’Connor</b>	Generic, Emergency Care Practice, Intensive Care Practice,
Route leaders	
<b>Naomi Narramore</b>	Children and Young People’s Health and Welfare
<b>Avril Hocking</b>	Intellectual Disability
<b>TBC</b>	Managerial Leadership
<b>Heather Bower</b>	Midwifery
<b>Ren Lawlor</b>	Practice Nurse Route
<b>Marlon Stiell</b>	Pre-Hospital Care
<b>Anne Dalton-O’Connor</b>	Surgical Care Practitioner
<b>Lee Jagodzinski</b>	Neonatal Care (subject to approval)
<b>Julia Telfer</b>	Mental Health
<b>David Evans</b>	Sexual Health

## Modules for BSc Hons Professional Practice in Health and Social Care (at Level 6 unless otherwise indicated)

### Core modules for all routes

Project	30
Evidence-Based Practice	15

### ROUTES

#### Generic route

Options from:	45
Assessment in Mental Health (15); Chemotherapy Practice (30); Clinical Moving and Handling: Preparation for Trainers (15); Current Issues in HIV and AIDS (30); Dementia: Person-Centred Studies (15); Developing an Advanced Portfolio for Practice* (15/30); Developing Autonomous Practice in Urgent Care (Minor Illness and Injuries) (30); Diabetes: Care and Management (30); Enhanced Clinical Assessment Skills (30); Infection Control for Clinical Practice (30); Health and Social Care Ethics* (15); Health Promotion* (15); Leadership Development (30); Leadership through Action Learning (15); Fundamentals of Practice Nursing (30); Long-Term Conditions (15); Pain Management* (15); Practice Teacher (30); Respiratory Care (30); Sexual Health Skills (30); Wound Care: Principles of Management (15); 12-Lead Electrocardiogram Interpretation (15); any health and social care module offered by the faculty in consultation with the course leader	

#### Children and Young People's Health and Welfare route

Health, Well-being and Welfare of Children and Young People	15
Options (45–60 credits) from: Keeping Children Safe from Harm (15); Health, Well-being and Welfare of Children and Young People (15); Care of the Acutely Ill Child (30); Principles of Neonatal Intensive Care (30); Principles of Special and High Dependency Care of the Neonate (30)	

#### Emergency Care Practice route

Emergency Care Practice 1	15
Emergency Care Practice 2	30

#### Intellectual Disability route

'Making Change Happen': Improving the Outcomes for People with Intellectual Disabilities	30
Supporting People with Intellectual Disabilities with Mental Health Problems, Challenging or Forensic Behaviours	30

#### Intensive Care Practice route

Intensive Care Practice	30
Pathophysiology for Intensive Care Practice	15

#### Managerial Leadership route

Leadership Development	30
Understanding Management in Health and Social Care	15

#### Mental Health route (subject to approval)

Assessment in Mental Health NURS 1200	15
Cognitive Behavioural Approaches in Mental Health Care NURS 1535	15
Physical Health and Medicines Management NURS 1534	15
Evidence based practice NURS 1397	15
Problematic Substance Use OMED 1312	15

Integrated Work Based Project NURS1001	30
Family Support (optional)	15

#### Midwifery route (45–75 credits)

Care of the Critically Ill Woman in Childbearing	30
Examination of the Newborn	30
Keeping Children Safe from Harm	15

#### Neonatal Care route (subject to approval)

Principles of Special and High Dependency Care of the Neonate	30
Principles of Neonatal Intensive Care	30

#### Perioperative Practice route (45 credits)

This route is for students who have previously completed the core modules with a minimum of 45 credits of specialist courses and want to 'top up' to a full degree. For more information please contact MODULE LEADER Anne Dalton O Connor

#### Practice Nursing route (45 credits)

Advances in General Practice Nursing	30
Assessment in Mental Health	15
Cervical Cytology and Breast Awareness	15
Contraception and Reproductive Sexual Health Practice	30
Developing Autonomous Practice in Urgent Care (Minor Illness and Injuries)	30
Diabetes – Care and Management	30
Enhanced Clinical Assessment Skills	30
Fundamentals of Practice Nursing	30
Introduction to General Practice Nursing	30
Introduction to Sexual Infections	15
Long-Term Conditions	15
Respiratory Care	30
Sexual Health Skills	30

#### Pre-Hospital Care route see page 56.

#### Sexual Health Route

Sexual Health Skills	30
Promoting Sexual Health	15
Current Issues in HIV and Aids	15

#### Surgical Care Practitioner route

Route for students who have previously completed Surgical Care Practitioner 1 and Surgical Care Practitioner 2 and want to 'top-up' to the full degree.

#### ELECTIVE Modules

Please contact your course leader for further information.

\*Module provided through e-learning; many of the e-learning modules on this course can also be studied in the classroom or by blended learning.

Module information is subject to change. For the most up-to-date information, please contact the appropriate route leader.

## MSc Advanced Clinical Practice (subject to approval)

Advanced clinical practice has had a high profile in recent years culminating in the launch of the multi-professional framework for advanced clinical practice in November 2017 (Health Education England 2017). In line with this we currently reviewing the delivery of the MSc in Advanced Clinical Practice, with the reviewed programme being delivered from September 2019 subject to approval.

**ATTENDANCE** 3 YRS–5 YRS Part-time  
**MODULE LEADER** Jane Matonhodze

### Who is this course for?

The programme is aimed at practitioners holding registration with a professional body, who wish to become advanced clinical practitioners and who have been identified as having the capability and potential to work at this level. It is intended that the programme will provide opportunities for career progression through promotion and/or service recognition schemes to that of employment in the role of advanced clinical practitioner.

### What is it about?

#### 3 years part-time

This is a Master's course that encompasses the four pillars of clinical practice, leadership and management, education and research. At the end of the course, the practitioner will be able to demonstrate core capabilities and specific clinical competencies to manage complex clinical care using innovative solutions in partnership with individuals, families and carers in the context of interprofessional working teams across a range of settings.

### Why study this programme?

Studying our MSc Advanced Clinical Practice will offer you opportunities to develop your skills and knowledge in order to pursue a career as an advanced health clinical practitioner. Upon completion of the programme you will be able to work at the level of advanced clinical practice and exercise autonomy and decision-making within complex situations with varying levels of risk. You will feel confident in applying your expertise and decision making skills to act as a clinical role model and advocate for developing and delivering high quality care, which is responsive to an ever evolving health and social care landscape.

This course has been designed around the four pillars of Advanced Clinical Practice and their capabilities:

- Clinical Practice
- Leadership and Management

- Education
- Research

You will develop specialist knowledge within the context of Advanced Practice.

Whilst there will be no specific endorsements, students will have the opportunity to develop advanced practice within the pathways that we currently offer which include: Critical and Emergency Care Practice; General Practice Nursing; Healthcare Practice; Leadership and Management; Mental Health; Neonatal Care; Safeguarding Children and Young People; Sexual Health; Social Work.

### What will I get out of it?

On completion of this programme, you will be equipped with the necessary knowledge, skills and expertise to provide clinical leadership, be adaptable and flexible in your approach to your role, and able to provide support, education and mentorship/supervision to less-experienced colleagues. You will also have opportunities for career progression through promotion and/or service recognition schemes. While there is no universally recognised definition, the NHS Career Framework equates advanced practice to Agenda for Change Level 7.

### What qualifications do I need?

Applicants interested in this programme must have the required experience and qualifications according to the nature of their scope and context of their practice, role and profession.

Applicants are expected to have successfully completed a Level 6 programme of study and have the required experience within a specified scope of practice:

- A first degree; normally 2:2 or above; or equivalent study.
- Current registration with the NMC or HCPC or other relevant PSRB.
- Relevant post-qualifying experience or equivalent, with evidence of study post-qualifying or initial registration, this study providing the underpinning knowledge and skills required for the development of a specialist role/practice.
- Currently working no less than 20 hours per week within an appropriate role with relevant experience.
- Agreement from their manager that they are in a role that facilitates any required assessment of clinical practice.
- Applicants who do not have English as their first language must demonstrate an IELTS score of at least 7 (University requirement for non-EU students only);

- We will consider claims for Recognised Prior Learning (RPL) or Recognised Prior Experiential Learning (RPEL).

You can find out more from:

**gre.ac.uk/study/apply/rpl/faq**

Applications for Recognised Prior Experiential Learning will need to be supported with a portfolio to demonstrate achievement of the learning outcomes for the course against which the credits are being claimed.

## What modules will I study?

### Year 1

- Assessment and Decision Making Skills for Advanced Clinical Practice (20 Credits; Level 7); **plus**
- Leading and Managing Complexity Practice (20 Credits; Level 7); **plus**
- Work Based Learning One: Developing Advanced Clinical Skills through Work Based Learning (20 Credits; Level 7).

### Year 2

- Enquiry Skills for Research in Health and Care Practice (OMED 1356) (20 Credits; Level 7) (Compulsory Module) Plus
- Non-Medical Prescribing (NMP) Practice (40 Credits; Level 7); **OR**
- Advanced Leadership and Management (40 Credits; Level 7); **OR**
- Advanced Clinical Practice through Work Based Learning (40 Credits; Level 7);

### Year 3

- Advancing Practice Clinical Project/ Dissertation Module (40 credits at level 7). Within this module students will draw upon the skills and knowledge developed in the previous modules and make a contribution to service development by choosing one of five possible options:
    - Empirical research
    - Modified systematic review
    - Audit or service evaluation
    - Critical review of literature
    - Clinical Project
  - The Dynamics of Dissemination: Publishing, Promoting and Performing your studies RESE 1159 (20 Credits; Level 7)
- Or** for those on the Apprenticeship route
- Consolidating Advanced Practice: End Point Assessment Module ( 20 Credits; Level 7).

**To apply:** See online application form: [gre.ac.uk/form](http://gre.ac.uk/form)

## MA Healthcare Practice

**ATTENDANCE** Attendance (depending on first course undertaken): Enquiry Skills for Research in Health Care Practice (OMED 1356) is blended learning; 8 weekly sessions on campus, 4 on-line; for those with at least 20 prior certifiable / relevant research credits, 'The Dynamics of Dissemination: Publishing, Promoting and Performing Your Studies' (RESE 1159), campus attendance about once a month across the academic year; final Project and Dissertation (OMED 1357) approximately monthly campus sessions between January - May. **MODULE LEADER** Prof David T Evans

### Who is this course for?

The course is designed for people who already hold a Postgraduate Diploma or equivalent level 7 credits and who wish to top up to an MA. By studying this, you will be able to build on your existing postgraduate skills and knowledge and increase your confidence in research and appraisal of literature.

### What is it about?

This course will give you the opportunity to develop your academic rigour, further your leadership and extend your ability to link theory to practice. You will be supported to synthesise and critically appraise healthcare research and you will carry out an independent research-based study.

### What will I get out of it?

The course will enable you to apply your postgraduate skills to the further study of your field of healthcare practice. You will be encouraged to build further links between your academic discipline and your clinical practice.

You will develop technological confidence and effective communication of your research through the presentation of your research. You will write a proposal for change project which is of your choice, relevant to your current working environment. You will develop deeper understanding of different research methods, awareness of ethical issues, and application of these to practice.

### What qualifications do I need?

#### **You should have:**

A first degree, usually at 2.2 or equivalent **PLUS** a obtained through a course of study which leads to registration with the Nursing or Midwifery Professions Council (NMC) or similar body or the Health and Care Professional Council (HCPC)

**AND**, you should be currently employed in healthcare and registered with the NMC or the HCPC or similar.

- If you were educated in a language other than English and/or in a country where English speakers are in a minority, you should have a minimum IELTS score of 7.00 (with a minimum of 5.5. in each skill) or equivalent. If you require a Tier 4 (General) student visa to study in the UK, your score must be from a UK Visas and Immigration approved IELTS test.

### What modules will I study?

There are two modules making up this 60 credit course. The first is Enquiry Skills for Research in Health Care Practice (20 credits) and the second is the Healthcare Practice Dissertation (40 credits) which is 10,000 words long and the second is the health care practice project and dissertation. For applicants who already have at least 20 credits in a relevant research methods course, they may choose to undertake 'The Dynamics of Dissemination' module in place of 'Enquiry Skills'.

### PGCert Psychology Professional Practice

**DEPARTMENT** Psychology, Social Work & Counselling  
**LOCATION** Greenwich Campus **ATTENDANCE** This module is a part-time option for one term only.

### Who is this course for?

The integration of theory and practice within this PGCert will allow personal development and acquisition of professional skills and competencies. Our degree opens doors to many fascinating psychology and psychology-related career choices. The course will therefore appeal to applicants who are interested in pursuing shorter postgraduate study, with a work placement opportunity.

### What is it about?

The course offers a progression route to postgraduate study to those who have already achieved a first degree in psychology.

This PGCert may also be of particular interest to health and social care professionals without any background in psychology at degree level. They will also be equipped with a range of transferable skills relevant to the domain of psychological practices.

### What will I get out of it?

The range of intellectual, practical and transferable skills acquired will provide a strong foundation to start a career in psychology-related areas.

### What qualifications do I need?

Applicants should normally have at least a 2.1 from an undergraduate Psychology or Psychology-related course.

**Health and Social Care Professionals:** Applicants should normally have a 2.1 from a first degree AND provide evidence of at least one year's relevant experience in a health and/or social care setting.

Applicants who wish to be in contact with vulnerable individuals during their work placement will need to have already submitted an application for Disclosure and Barring Scheme check when they apply for this course.

### What modules will I study?

Students are required to study the following compulsory module:

- Psychology Work Placement Portfolio (30 credits)

Students are required to choose 30 credits from the following list of options:

- Advanced Research Methods in Psychology (15 credits)
- Applied Epidemiology and Statistics in the Global Context (15 credits)
- Psychology and Professional Clinical Practice (15 credits)
- Psychology of Physical Activity, Exercise and Wellbeing (15 credits)

## Research

### MPhil/PhD Research

**ATTENDANCE** MPhil: 2 YRS F/T, 3-4 YRS P/T; PhD: 3 YRS F/T, 3-5 YRS P/T **MODULE LEADER** Dr John Foster

### Who is this course for?

This course is for students and health and social care professionals with experience or education in any of the Faculty's constituent health and social care subject areas (nursing, mental health, 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 faculty's current portfolio of health and social care research, which includes the following topics: addiction; 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 wellbeing; dementia; ageing; substance misuse; 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 module 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 faculty's support and development groups and will be encouraged to participate actively in the life of the faculty 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 15,000-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 Honours Degree in a relevant subject at 2.1 or above.

- A Master's degree is normally required (ideally comprising of an empirical research project).
- 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 1,500-word outline of your proposed research with your application.

### What modules will I study?

You will be required to take modules in qualitative and quantitative methods, and you will undertake a critical appraisal of relevant literature, unless you have recently completed modules 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.

## Public Health

### MSc Global Public Health

**DEPARTMENT** Psychology, Social Work & Counselling  
**LOCATION** Greenwich Campus **ATTENDANCE** 1 year full-time/2 years part-time

#### Who is this course for?

This module is for individuals who are interested in improving the health of population groups including influencing the health choices that people make. Training in public health can lead to employment in a variety of roles from giving face-to-face advice to individuals to providing strategic direction to organisations and government departments through the production of public health reports and policies based on an analysis of the epidemiological and community evidence.

#### What is it about?

Global health has important implications for global security for example threatening social and economic development and generating significant challenges e.g. migration, the global transmission of disease, health and illness and the inter-connectivity of provisions of solutions on the global level.

Health studies now proceed beyond simple local and national dimensions to issues that impact people across the world and require global solutions.

Our course will provide students with a rich and varied learning environment in which to explore public health ideas with a global audience. Student participation is key to this course's delivery and we encourage applications from those with relevant work experience that they can bring to the classroom.

#### What will I get out of it?

Students who are in work and want to further their knowledge in their existing field, or those who want to gain a qualification that will lead them into a new area of work, can tailor their learning to suit their own career aspirations, goals and needs. We offer our students the opportunity to study this course as a generic MSc or as an endorsed route, where students achieve a named MSc.

Those who study the generic route will achieve an MSc in Global Public Health. Students who choose to specialise their studies through an endorsed route can be awarded one of the following;

- MSc Global Public Health (Child and Maternal Health)
- MSc Global Public Health (Communicable and Non-Communicable Diseases)
- MSc Global Public Health (Ethics and Human Rights)
- MSc Global Public Health (Migration, Culture and Health).

### What qualifications do I need?

Applicants are required to have an undergraduate degree at level 2.2 or above (or equivalent)

### What modules will I study?

Students are required to study the following compulsory modules:

- Management, Leadership and Enterprise in Public Health Organisations (15 credits)
- Behaviour Change and Health Promotion (15 credits)
- Global Public Health Completion Project (60 credits)
- Applied Epidemiology and Statistics in the Global Context (15 credits)
- Project Preparation Skills and Research (30 credits)
- Public Health Theory and Policy (15 credits)

Students who want to take an endorsed course are also required to choose 30 credits from this list of options:

- Ethics, Human Rights and Public Health (30 credits)
- Culture, Health and Migration (30 credits)
- Communicable and Non-Communicable Diseases (30 credits)
- Maternal and Child Health in the Global Context (30 credits)

All students must complete a dissertation on a public health subject of their choice. For those taking an endorsed course, the subject choice must reflect the chosen named endorsement.

## Social Care

### BA Hons Health and Social Care

Top-up course (see page 7)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T (or longer)

#### Who is this course for?

This course 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 course at Level 6 (equivalent to the third year of a degree).

#### What is it about?

The course comprises four core modules. You will also undertake a dissertation in a relevant area of public health and wellbeing.

### What will I get out of it?

The course is particularly useful if you require a degree for career progression, especially if you are working or planning to work in community and health settings. The approach to study is based on sharing interprofessional learning, and the course will enable you to integrate both theory and practice in your studies.

### What qualifications do I need?

**You should have:** 240 credits, with a grade point average of at least 55%.

Of the 240 credits, 90 must be at Level 5 from approved academic study (examples 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).

**Note:** this degree does NOT enable you to qualify as a professional social worker. If you wish to do so, you should apply for the BA Hons Social Work course offered at this university.

### What modules will I study?

#### Full-time

Modules (at Level 6)	Credits
Managing Social Enterprise in Health and Social Care	15
Research Methods in Health & Social Care	15
Academic Preparation	15
Contemporary Issues in Health and Social Care	30
Housing, Environment and Wellbeing	15
Theory, Evidence and Practice in Public Health and Wellbeing Dissertation	30

#### Part-time

**Year 1:** Students are required to choose 60 credits from the list of options. **Year 2:** Students are required to choose 60 credits from the list of options.

## Other University of Greenwich Courses

The Faculty of Education & Health offers other courses that may be relevant to health and social care professionals. Please visit [gre.ac.uk/education](http://gre.ac.uk/education) to find out more.

Additional courses that may be of interest are offered by other parts of the university:

Faculty of Engineering & Science

[gre.ac.uk/engsci](http://gre.ac.uk/engsci)

Business School

[gre.ac.uk/business](http://gre.ac.uk/business)

Medway School of Pharmacy

[www.msp.ac.uk](http://www.msp.ac.uk)

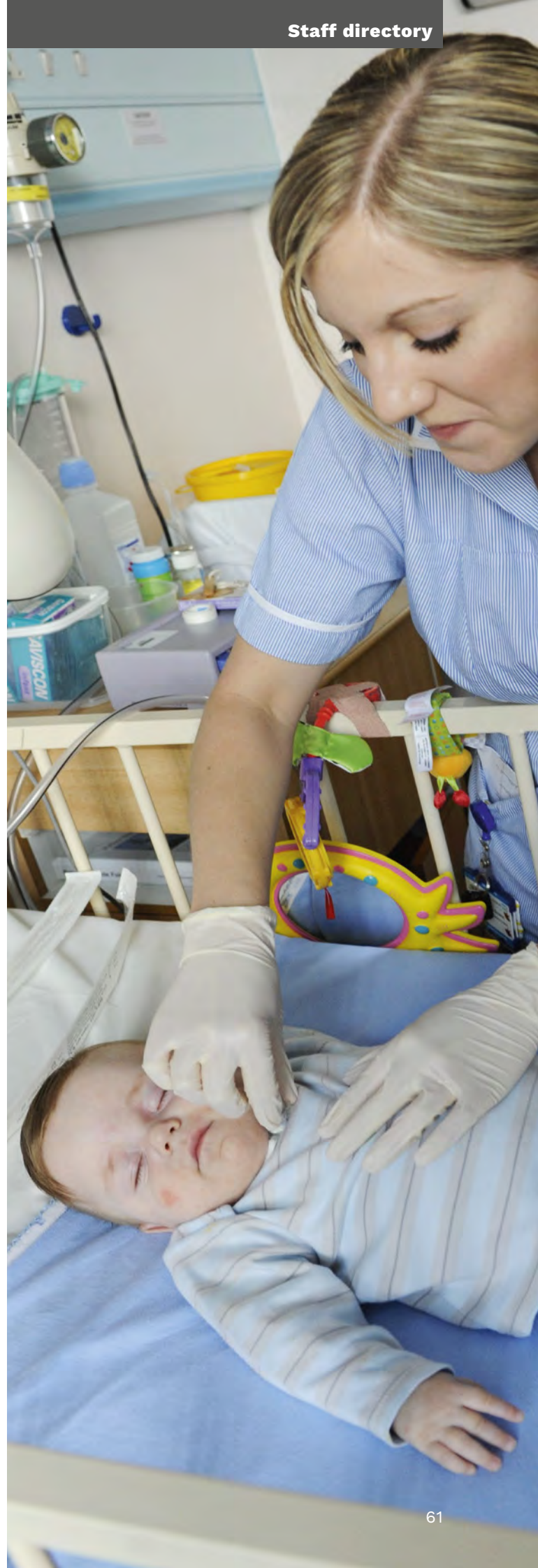


To telephone a member of staff, dial 020 8331 plus extension.

Name	Email	EXT
AINSWORTH, Wendy	w.ainsworth@gre.ac.uk	8077
ATTENBOROUGH, Jane	j.a.lattenborough@gre.ac.uk	9151
BIRDI, Harvinder	h.birdi@gre.ac.uk	9792
BLACKMORE, Tamara	tamara.jones@gre.ac.uk	8070
BLACKMORE, Tania	t.blackmore@gre.ac.uk	8070
BOSWELL, Graham	g.m.boswell@gre.ac.uk	9675
BOWDEN, Julie	j.e.bowden@gre.ac.uk	8029
BOWER, Heather	h.m.bower@gre.ac.uk	7593
BUTTON, Susan	susan.thompson@gre.ac.uk	8194
CAMPBELL, Angela	a.campbell@gre.ac.uk	8491
CAPPUCCIO, Victoria	v.cappuccio@gre.ac.uk	7609
CHOJNACKA, Irena	i.chojnacka@gre.ac.uk	8774
CHUMMUN, Harry, Dr	n.h.chummun@gre.ac.uk	7954
CLEAVER, Karen, Professor	k.p.cleaver@gre.ac.uk	8075
COCKLIN, Nicky	n.cocklin@gre.ac.uk	8027
COLLINS EADE Amanda	a.collinseade@gre.ac.uk	8084
COOPER, Julie, Dr	j.a.cooper@gre.ac.uk	8672
CORBY, Carolyn	c.a.corby@gre.ac.uk	9736
CORK, Alison	a.d.cork@gre.ac.uk	8632
CRIPPS, Phyllis	p.cripps@gre.ac.uk	8549
CROWLEY, John, Dr	j.j.crowley@gre.ac.uk	7523
DALTON-O'CONNOR, Anne	a.m.daltonoconnor@gre.ac.uk	9529
DAVIS, Josh, Dr	j.p.davis@gre.ac.uk	8859
DEMETRE, Jim, Dr	j.d.demetre@gre.ac.uk	8091
DORSETT, Deborah	d.dorsett@gre.ac.uk	7791
DURY, Rona	r.c.dury@gre.ac.uk	8394
DYKE, Ruth	r.i.dyke@gre.ac.uk	9338
ELLIOTT, Helen	h.elliott@gre.ac.uk	9987
EMERY, Wendy	w.c.emery@gre.ac.uk	9152
EVANS, David, Dr	d.t.evans@gre.ac.uk	8069
EVANS, Patti	p.evans@gre.ac.uk	9941
FERNS, Terry, Dr	t.ferns@gre.ac.uk	9985
FOSTER, John, Dr	j.h.foster@gre.ac.uk	8757
FOWLER, Nicki	n.fowler@gre.ac.uk	8249
GALE, Liz	e.a.gale@gre.ac.uk	8020
GLOSBY, Christine	c.glosby@gre.ac.uk	8887
HABGOOD, Veronica	v.a.habgood@gre.ac.uk	9922
HAMILTON, Libby	l.hamilton@gre.ac.uk	9407
HARDATH, Geeta	g.hardath@gre.ac.uk	7769
HARDING, Sophia	s.b.harding@gre.ac.uk	8172
HOCKING, Avril	a.hocking@gre.ac.uk	9526
IBE, Jude	j.c.ibe@gre.ac.uk	7591
JAGODZINSKI, Lee	l.jagodzinski@gre.ac.uk	7837

Name	Email	EXT
JEAVONS, Charlotte	c.jeavons@gre.ac.uk	8073
JENNINGS, Kath	k.jennings@gre.ac.uk	8494
JOHNSON, Debbie	d.j.johnson@gre.ac.uk	9391
JONES, Tina	t.jones@gre.ac.uk	8280
JOSEPH, Tracey	t.m.joseph@gre.ac.uk	9180
KERR, Dave	d.kerr@gre.ac.uk	8026
KHUNKHUNE, Kam	k.khunkhune@gre.ac.uk	8543
LA PLACA, Vincent	v.laplaca@gre.ac.uk	8721
LAWLOR, Ren	c.lawlor@gre.ac.uk	8737
LUKE, David, Dr	d.p.luke@gre.ac.uk	9957
LUYT, Russell	r.luyt@gre.ac.uk	8867
MACKENZIE, Sophie	s.r.mackenzie@gre.ac.uk	8924
MAIN, Lorna	l.main@gre.ac.uk	8496
MANSI, Gemma, Dr	g.mansi@gre.ac.uk	9532
MARAS, Pam, Professor	p.f.maras@gre.ac.uk	9627
MATONHODZE, Jane	j.c.matonhodze@gre.ac.uk	8239
McARDLE, Simon	s.p.mcardle@gre.ac.uk	7537
McMAHON, Teresa	t.e.mcmahon@gre.ac.uk	9926
MEHMET, Nevin	n.mehmet@gre.ac.uk	9944
MITCHELMORE, David	d.t.mitchelmore@gre.ac.uk	7538
MITCHELMORE, Mandy	m.mitchelmore@gre.ac.uk	9136
MONKS, Claire, Dr	c.p.monks@gre.ac.uk	9584
MOORE, Christina	c.d.moore@gre.ac.uk	8537
MORENO-LEGUIZAMON, Carlos, Dr	c.j.moreno@gre.ac.uk	9306
MOUNTY, Maureen, Dr	m.c.mounty@gre.ac.uk	8090
MUNCEY, Michelle	m.a.muncey@gre.ac.uk	8253
NARRAMORE, Naomi	n.p.narramore@gre.ac.uk	9821
NEAVE, Alice	a.e.neave@gre.ac.uk	8766
NORTON, Diane	d.norton@gre.ac.uk	7876
OHAM, Charles	c.oham@gre.ac.uk	8736
OJO, Omo, Dr	o.ojo@gre.ac.uk	8626
ONILUDE, Yemi	o.onilude@gre.ac.uk	8074
PASS, Patricia	p.pass@gre.ac.uk	8490
PATCHAY, Sandhi, Dr	s.patchay@gre.ac.uk	9587
PATEL, Swatee	s.p.patel@gre.ac.uk	7803
POWELL, Nadine	Nadine.powell@gre.ac.uk	9672
POULTER, Damian, Dr	d.r.poulter@gre.ac.uk	8066
RAE, Alison	a.rae@gre.ac.uk	8277
RAMNAWAZ, Sheila	a.ramnawaz@gre.ac.uk	8086
RANKIN, Sandra	s.rankin@gre.ac.uk	9298
REDFERN, Morag	m.m.redfern@gre.ac.uk	7588
REEVE, Jenny	j.j.reeve@gre.ac.uk	8495

Name	Email	EXT
ROBINSON, Olly, Dr	<a href="mailto:o.c.robinson@gre.ac.uk">o.c.robinson@gre.ac.uk</a>	9630
ROBINSON, Sue	<a href="mailto:S.robinson@gre.ac.uk">S.robinson@gre.ac.uk</a>	8263
SANDERS, Valerie	<a href="mailto:v.e.sanders@gre.ac.uk">v.e.sanders@gre.ac.uk</a>	8032
SEVENOAKS, Claire	<a href="mailto:j.c.sevenoaks@gre.ac.uk">j.c.sevenoaks@gre.ac.uk</a>	8078
SHEKEDE, Heather	<a href="mailto:h.shekede@gre.ac.uk">h.shekede@gre.ac.uk</a>	8758
SLEE, Rob	<a href="mailto:r.slee@gre.ac.uk">r.slee@gre.ac.uk</a>	9305
SMITH, David, Dr	<a href="mailto:d.m.smith@gre.ac.uk">d.m.smith@gre.ac.uk</a>	9427
SMITH, Rebecca, Dr	<a href="mailto:r.t.smith@gre.ac.uk">r.t.smith@gre.ac.uk</a>	8934
STATHI, Sofia, Dr	<a href="mailto:s.stathi@gre.ac.uk">s.stathi@gre.ac.uk</a>	7521
STIELL, Marlon	<a href="mailto:m.stiell@gre.ac.uk">m.stiell@gre.ac.uk</a>	7719
STEPHENS, Justin	<a href="mailto:j.stephens@gre.ac.uk">j.stephens@gre.ac.uk</a>	7519
STEVENSON, Mandy	<a href="mailto:m.j.stevenson@gre.ac.uk">m.j.stevenson@gre.ac.uk</a>	9347
STIMPSON, Quentin	<a href="mailto:q.stimpson@gre.ac.uk">q.stimpson@gre.ac.uk</a>	9517
TELFER, Julia	<a href="mailto:j.l.telfer@gre.ac.uk">j.l.telfer@gre.ac.uk</a>	8067
THARP, Ian, Dr	<a href="mailto:i.tharp@gre.ac.uk">i.tharp@gre.ac.uk</a>	9339
THOMPSON, Trevor, Dr	<a href="mailto:t.thompson@gre.ac.uk">t.thompson@gre.ac.uk</a>	9632
TSERMENTSILI, Stella, Dr	<a href="mailto:s.tsermentseli@gre.ac.uk">s.tsermentseli@gre.ac.uk</a>	8566
VAUGHAN, Suzanne	<a href="mailto:s.vaughan@gre.ac.uk">s.vaughan@gre.ac.uk</a>	8674
VEERAMAH, Ven, Dr	<a href="mailto:r.v.veeramah@gre.ac.uk">r.v.veeramah@gre.ac.uk</a>	8849
WALIA, Surinder	<a href="mailto:s.walia@gre.ac.uk">s.walia@gre.ac.uk</a>	9890
WARD, Richard	<a href="mailto:R.B.Ward@greenwich.ac.uk">R.B.Ward@greenwich.ac.uk</a>	8012
WILLSON, Rob, Dr	<a href="mailto:r.willson@gre.ac.uk">r.willson@gre.ac.uk</a>	9628
WINTER, Claire	<a href="mailto:c.winter@gre.ac.uk">c.winter@gre.ac.uk</a>	8087
WOODWARD, Lynn	<a href="mailto:l.m.woodward@gre.ac.uk">l.m.woodward@gre.ac.uk</a>	8489
YARDLEY, Sharlene	<a href="mailto:s.yardley@gre.ac.uk">s.yardley@gre.ac.uk</a>	8806
YASKEY, Jackie	<a href="mailto:j.yaskey@gre.ac.uk">j.yaskey@gre.ac.uk</a>	8552



**Modules**

Abuse	42	Infection Prevention and Control for Clinical Practice	16	Sexual Health Skills	41
Academic Preparation	22	Integrated Work Based Learning	28	Supervising the Learning and Development of Others	43
Advanced Assessing and Formulation in Mental Health	31	Intensive Care Practice	17	Supporting People with Intellectual Disabilities with Mental Health Problems, Challenging or Forensic Behaviours	31
Advanced Practice in HIV and AIDS	40	Keeping Children Safe from Harm	39	The Principles of Palliative Care and End of Life Care	19
Advances in General Practice Nursing	12	Leadership Development	24	Trauma Care	20
Applied Leadership in Health and Social Care	24	Leadership through Action Learning	25	Understanding and Applying Management in Health and Social Care	27
Assessment in Mental Health	31	Long-Term Conditions	17	Wound Care: Principles of Management	20
Care of the Critically Ill Woman in Childbearing	37	Long-Term Conditions: Management	17	12-Lead Electrocardiogram Interpretation	20
Chemotherapy Practice	12	'Making Change Happen': Improving the Outcomes for People with Intellectual Disabilities	30		
Clinical Moving and Handling: Preparation for Trainers	13	Organisational Leadership and Management	26		
Cognitive Behavioural Approaches: An Introduction for Mental Health Care	32	Pain Management	18		
Contemporary Issues in Sexual Health	41	Paramedic Practice Educator	44		
Current Issues in HIV and AIDS	40	Pathophysiology for Intensive Care Practice	18	<b>Degrees and other courses</b>	
Dementia: Person-Centred Studies	32	Personal Leadership and Management	26	Advanced Clinical Practice MSc	54
Developing an Advanced Portfolio for Practice	22	Personality Disorder: Recovery and Inclusion	33	Associate Student Health and Social Care	45
Developing Autonomous Practice in Urgent Care (Minor Illness and Injuries)	13	Physical Health Care and Medicines Management	34	Health and Social Care BA Hons	58
Diabetes – Care and Management	14	Portfolio of Innovative Practice	23	Healthcare Practice MA	55
Emergency Care Practice 1	14	Prescribing from the Nurse Prescribers' Formulary (V150)	18	Professional Practice in Health and Social Care BSc Hons	52
Emergency Care Practice 2	14	Principles of Neonatal Intensive Care	39	Professional Practice in Health and Social Care (Pre-Hospital Care) BSc Hons	55
Enabling Others / Enabling the Learning of Others	42	Principles of Special and High Dependency Care of the Neonate	39	Research MPhil/PhD	56
Enhanced Clinical Assessment Skills (ECAS)	15	Problematic Substance Use	34	Specialist Community Public Health Nursing (Health Visiting and School Nursing) BSc Hons	47
Enquiry-Based Project	28	Project	28	Specialist Community Public Health Nursing (Health Visiting and School Nursing) PGDip	48
Enquiry Skills and Research Knowledge	29	Promoting Sexual Health	40	Specialist Practitioner (District Nursing) BSc Hons	49
Evidence-Based Practice	15	Psychosocial Interventions in Mental Health	34	Specialist Practitioner (District Nursing) PGDip	50
Examination of the Newborn	37	Psychosocial Interventions in Psychosis	35	MSc Global Public Health	57
Family Support	33	Recovery and Cultivating Compassion in Mental Health	36	Therapeutic Counselling MSc	46
Fundamentals of General Practice Nursing	16	Respiratory Care	19	PGCert Psychology Professional Practice	56
Health and Social Care Ethics	23	Return to Practice for Nurses	35		
Health, Well-being and Welfare of Children and Young People	38	Return to Practice for Nurses or Midwives	19		
Health Promotion	29	Return to Practice for Midwives	38		
		Safeguarding Children and Young People: Concepts for Practice	39		
		Social Enterprise in Health and Social Care	26		



Week	Mon	Tue	Wed	Thu	Fri
1	16 Sept	17 Sept	18 Sept	19 Sept	20 Sept
2	23 Sept	24 Sept	25 Sept	26 Sept	27 Sept
3	30 Sept	1 Oct	2 Oct	3 Oct	4 Oct
4	7 Oct	8 Oct	9 Oct	10 Oct	11 Oct
5	14 Oct	15 Oct	16 Oct	17 Oct	18 Oct
6	21 Oct	22 Oct	23 Oct	24 Oct	25 Oct
7	28 Oct	29 Oct	30 Oct	31 Oct	1 Nov
8	4 Nov	5 Nov	6 Nov	7 Nov	8 Nov
9	11 Nov	12 Nov	13 Nov	14 Nov	15 Nov
10	18 Nov	19 Nov	20 Nov	21 Nov	22 Nov
11	25 Nov	26 Nov	27 Nov	28 Nov	29 Nov
12	2 Dec	3 Dec	4 Dec	5 Dec	6 Dec
13	9 Dec	10 Dec	11 Dec	12 Dec	13 Dec
14	16 Dec	17 Dec	18 Dec	19 Dec	20 Dec
15	23 Dec	24 Dec	25 Dec	26 Dec	27 Dec
16	30 Dec	31 Dec	1 Jan	2 Jan	3 Jan
17	6 Jan	7 Jan	8 Jan	9 Jan	10 Jan
18	13 Jan	14 Jan	15 Jan	16 Jan	17 Jan
19	20 Jan	21 Jan	22 Jan	23 Jan	24 Jan
20	27 Jan	28 Jan	29 Jan	30 Jan	31 Jan
21	3 Feb	4 Feb	5 Feb	6 Feb	7 Feb
22	10 Feb	11 Feb	12 Feb	13 Feb	14 Feb
23	17 Feb	18 Feb	19 Feb	20 Feb	21 Feb
24	24 Feb	25 Feb	26 Feb	27 Feb	28 Feb
25	2 Mar	3 Mar	4 Mar	5 Mar	6 Mar
26	9 Mar	10 Mar	11 Mar	12 Mar	13 Mar
27	16 Mar	17 Mar	18 Mar	19 Mar	20 Mar
28	23 Mar	24 Mar	25 Mar	26 Mar	27 Mar
29	30 Mar	31 Mar	1 Apr	2 Apr	3 Apr
30	6 Apr	7 Apr	8 Apr	9 Apr	10 Apr
31	13 Apr	14 Apr	15 Apr	16 Apr	17 Apr
32	20 Apr	21 Apr	22 Apr	23 Apr	24 Apr
33	27 Apr	28 Apr	29 Apr	30 Apr	1 May
34	4 May	5 May	6 May	7 May	8 May
35	11 May	12 May	13 May	14 May	15 May
36	18 May	19 May	20 May	21 May	22 May
37	25 May	26 May	27 May	28 May	29 May
38	1 Jun	2 Jun	3 Jun	4 Jun	5 Jun
39	8 Jun	9 Jun	10 Jun	11 Jun	12 Jun
40	15 Jun	16 Jun	17 Jun	18 Jun	19 Jun
41	22 Jun	23 Jun	24 Jun	25 Jun	26 Jun
42	29 Jun	30 Jun	1 Jul	2 Jul	3 Jul
43	6 Jul	7 Jul	8 Jul	9 Jul	10 Jul
44	13 Jul	14 Jul	15 Jul	16 Jul	17 Jul
45	20 Jul	21 Jul	22 Jul	23 Jul	24 Jul
46	27 Jul	28 Jul	29 Jul	30 Jul	31 Jul
47	3 Aug	4 Aug	5 Aug	6 Aug	7 Aug
48	10 Aug	11 Aug	12 Aug	13 Aug	14 Aug
49	17 Aug	18 Aug	19 Aug	20 Aug	21 Aug
50	24 Aug	25 Aug	26 Aug	27 Aug	28 Aug
51	31 Aug	1 Sept	2 Sept	3 Sept	4 Sept



# How to find us

Please find general information below. For more detailed guides to the campuses, travel tips (including parking) and timetables, visit [gre.ac.uk/about/travel](http://gre.ac.uk/about/travel).

## 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 to 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.

## Greenwich Campus

**By road:** The post code is SE10 9LS.

**From M25 North:** Exit at J27 for M11 towards London follow signs for A12 Blackwall Tunnel. After tunnel exit the A102 onto the A206 and follow sign-posts for Greenwich. Continue along this road for approximately one mile. Shortly after the BP garage turn right at the traffic lights into Park Row. There is a public car park immediately on the right. The campus is on the left but see the notes on car parking below.

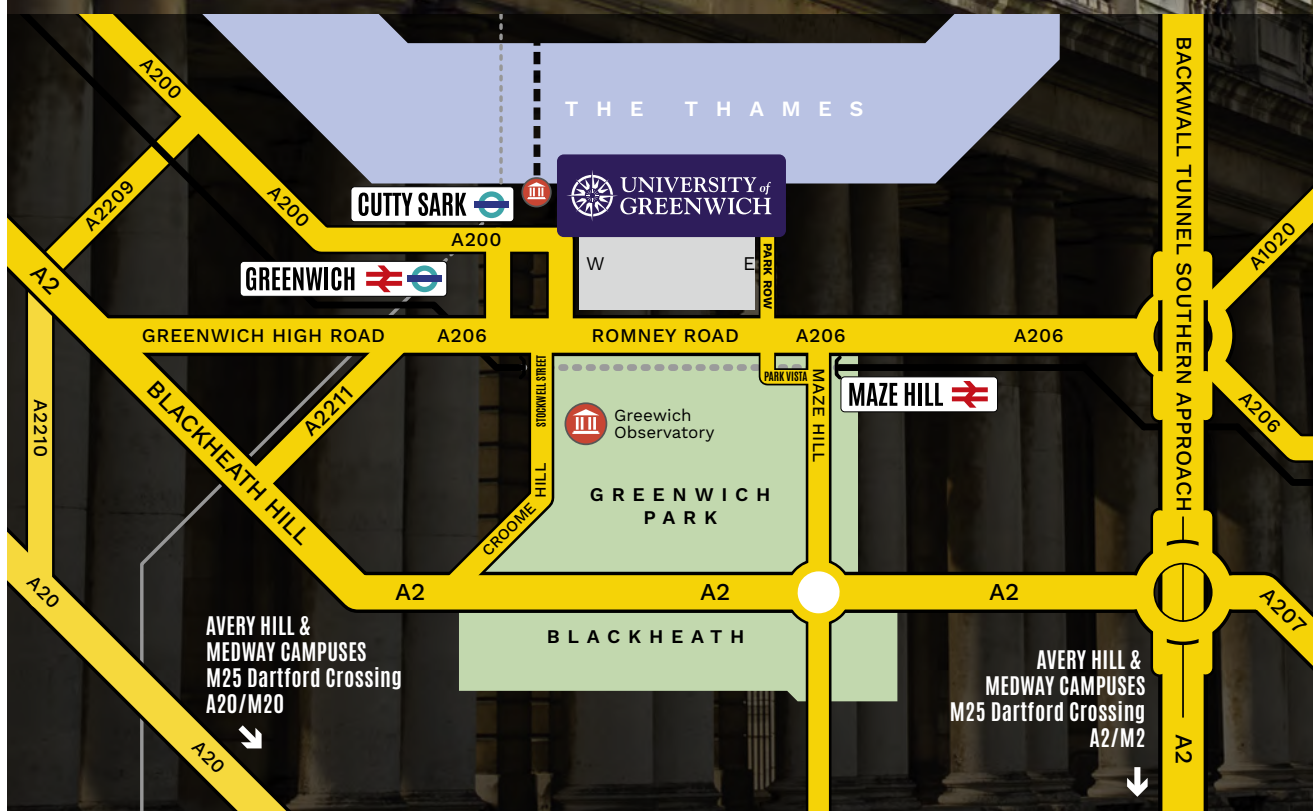
**From M25 South:** Exit at J2 for A2 towards London. Head for Blackwall Tunnel onto A102. Exit A102 via slip road for A206 and follow directions provided above.

**By train:** National Rail. The train operator Southeastern provides services into Greenwich. From Central London trains operate to Greenwich from Cannon Street and London Bridge normally terminating at Dartford in the east. There are also direct services from the Medway towns to Lewisham linked to Greenwich by the DLR. For all timetable information refer to National Rail Enquiries. There are two stations within easy walking distance of the campus: **Greenwich Station** (Travel Zone 2 or 3) west of the campus on Greenwich High Road 9 minutes walk to the West Gate entrance. **Maze Hill Station** (Zone 3) east of the campus in Tom Smith Close 8 minutes walk to the East Gate entrance.

Please refer to the Google map above for help with directions.

**Docklands Light Railway (DLR)** The nearest station is Cutty Sark a two minute walk to the campus West Gate entrance. Direct services run from Bank, Canary Wharf, Lewisham and Stratford and easy connections are available from Tower Gateway, Beckton and London City Airport.

**By bus:** see [www.tfl.gov.uk](http://www.tfl.gov.uk) 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.

To park on campus, students must have a parking permit, and parking charges apply. There is also a fee for student resident parking.

**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](http://www.medway.gov.uk/transportandstreets/publictransport.aspx) and clicking on the 'buses' link.

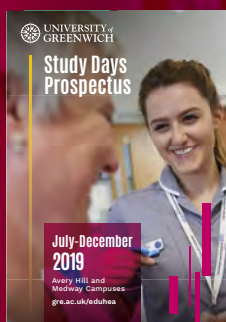


# Open events

Our Faculty of Education & Health 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 [gre.ac.uk/opendays](http://gre.ac.uk/opendays)

# Additional training opportunities



Details of our Study Days and pre-registration and profession programmes may be found in these prospectuses:

**Study Days Prospectus**  
A PDF is available on our online study day page. Please visit [gre.ac.uk/health/studydays](http://gre.ac.uk/health/studydays).



**Professional Health Programmes 2019–20**

A PDF is available on our online nursing, midwifery, speech and language therapy, and paramedic science programme pages. To find a programme, please visit [gre.ac.uk/programmes](http://gre.ac.uk/programmes)

## Disclaimer

This prospectus was printed in March 2019. It contains information on CPD courses and programmes within the Faculty of Education & Health. 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.



# Faculty of Education & Health

## **University of Greenwich**

### **Greenwich Campus**

Old Royal Naval College  
Park Row  
London SE10 9LS  
United Kingdom

### **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: +44 (0)20 8331 9000

Fax: +44 (0)20 8331 8145

[courseinfo@gre.ac.uk](mailto:courseinfo@gre.ac.uk)

[greenwich.ac.uk](http://greenwich.ac.uk)



This document is available in other formats on request

University of Greenwich, a charity and company limited by guarantee, registered in England (reg. no. 986729).  
Registered office: Old Royal Naval College, Park Row, Greenwich, London SE10 9LS

Every effort has been made to ensure that this document is as accurate as possible. However, the university reserves the right to discontinue any class or programme, to alter any programme or to amend without notice any other information detailed here.