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of
iences

School of
Health Sciences

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School of Health Sciences
Postgraduate and professional study

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Front cover image:
Students studying in the Medical School.

Welcome to the School of Health Sciences

As part of one of the world's leading universities, the School of Health Sciences has an outstanding reputation for world-class healthcare education and research. We are proud to support and shape advances in clinical practice and are helping new and established healthcare professionals from around the world develop skills and advance their careers into exciting new areas.

With health and social care undergoing huge changes, it's not surprising that more and more practitioners are turning to postgraduate study to advance key skills and knowledge.

The School of Health Sciences is the ideal place for you to update your learning for the benefit of your patients and clients, as well as your own career development.

As you will discover in this brochure, we are one of the world's best universities, with an outstanding reputation for teaching and research. We offer a wide range of taught, doctoral and professional courses, as well as a wealth of support to help you further your career.

Postgraduate study is a significant investment in your future, but a rewarding one. If you have any questions at all, please don't hesitate to contact us and we will be happy to help you.

Thank you for your interest in studying at our wonderfully diverse and vibrant school – I hope to soon welcome you to our community.

Professor Patrick Callaghan
Head of School

A world-class university

With over 43,000 students from more than 150 countries, two overseas campuses, and an outstanding reputation for groundbreaking research and teaching excellence, Nottingham is in the top 1% of universities worldwide according to the QS World University Rankings 2014.

At the heart of this success is the University's commitment to teaching, research and student support. Our world-changing research attracts around £150m a year in funding. Our academics are passionate about their area of research and many are internationally recognised in their field. Twice since 2003 our academics have won Nobel Prizes and in the latest Research Assessment Exercise more than 90% of our research was classed as being of an international standard.

Research at Nottingham generates discoveries, many of which have profound social, economic and cultural benefits and address major global challenges. Among other world-changing innovations, MRI was invented at Nottingham and continues to have a huge impact on modern healthcare. Our postgraduate students make significant contributions to this pioneering work.

The research at the University plays an important part in shaping our teaching which, following a recent Quality Assurance Agency (QAA) institutional audit, was given the highest possible rating. The QAA also praised the support students receive, particularly from the Graduate School and Student Services Centre. The University has been awarded the European Commission's 'HR Excellence in Research' award in recognition of its commitment to supporting research staff and implementing the Concordat supporting the career development of researchers.

Postgraduate study is challenging and all our students benefit from outstanding academic and pastoral support. Our experienced team are here to provide help and advice on issues ranging from your course to finances, mental wellbeing, and careers planning.

Once you have completed your studies, you will become part of our global alumni association and enjoy benefits including invites to exclusive events, lifetime access to our Centre for Career Development and a network of former students who may prove invaluable in your future career.

For more on The University of Nottingham, including latest news and events, visit www.nottingham.ac.uk

The University of Nottingham is placed 77th in the world and in the top 1% of universities internationally by the latest (2014) QS World University Rankings.



Studying in front of the Trent Building on University Park Campus.

A dynamic school shaping healthcare practice globally

Our goal is to provide a world-class education to those working in - and aspiring to work in - health and social care, giving you the intellectual and practical skills to adapt to changes in healthcare with speed and confidence, and to progress your career.

The School is firmly committed to promoting quality in healthcare globally. It works with healthcare providers, higher education institutions and government ministries across the world in a wide range of educational, research and faculty development partnerships. This collaboration enables students to make an enlightened, valued contribution to society. The School conducts research that helps individuals and communities transform their health and wellbeing.

Crucially, the School understands the tremendous diversity within the health and social care workforce, which has to evolve to meet swiftly changing healthcare demands in terms of new policies, ways of working, innovative technologies and changing population needs.

The School provides a portfolio of flagship postgraduate education, research training and professional courses to equip students from the UK and overseas with advance standing in the health sciences. We have over 3,000 students and around 280 academic and support staff.

Key achievements include:

- Rated 4th in the UK for physiotherapy in *The Complete University Guide 2015* and 7th for nursing and midwifery in *The Guardian University Guide 2015*
- One of the most popular schools in the UK for physiotherapy students based on the number of applications recorded by the Chartered Society of Physiotherapy
- 97% of our graduates secured professional level work or graduate level further study within six months of qualifying according to the University's Graduate Destinations Statistics, known destinations of 2011/12 first-degree leavers
- Consistently high overall satisfaction in The Higher Education Academy's Postgraduate Taught Experience Surveys
- 98% overall satisfaction with the research degree experience in The Higher Education Academy's Postgraduate Research Experience Survey 2013
- One of the leading centres of healthcare scholarship in the UK; 90% of our research is of international significance, with over half (55%) defined as 'world-leading' or 'internationally excellent' for nursing and midwifery research according to the last Research Assessment Exercise
- 5th for research power and 7th for research quality in the UK as identified by the last Research Assessment Exercise
- Three Higher Education Academy National Teaching Fellows

Our strategic plan for the next five years seeks to consolidate and build upon our successes and exploit opportunities for growth in five key areas:

- Education
- Research
- Staff development
- Health and wellbeing
- Global reach and knowledge exchange

We will continue to work collaboratively with health and social care service providers and other stakeholders to ensure we remain at the forefront of healthcare education and research by being locally relevant, nationally excellent, globally recognised and personally valued by our staff and students.

For further information about the School of Health Sciences, please see our website at www.nottingham.ac.uk/healthsciences



Students participating in a group activity with their tutor.

Postgraduate taught courses

With a faculty comprising leading and influential academics, you can be sure our teaching is informed by the latest, pioneering research.

All our students enjoy learning in an engaging and stimulating environment, with tutors that are friendly, supportive, experienced and knowledgeable. Our diverse range of postgraduate taught courses are relevant on a local, national and international level and are designed to fit flexibly around your career.

They are also closely linked to our areas of strength in healthcare education, developing advanced and specialist clinical practice, and supporting clinical leadership and management.

For descriptions of individual modules, please see the appendix on page 31.

“My career so far has allowed me to build a wealth of knowledge and to expand my field of practice. Most recently I have been accepted on to the postgraduate Msc Advanced Clinical Practice. This is a prestigious and challenging course, that will afford me the opportunity to become an Advanced Nurse Practitioner within emergency nursing; which is a relatively new and exciting role within Nottingham University Hospitals NHS Trust.

The University of Nottingham has supported my career and studies in various ways. Tutorial support is on hand, along with awesome IT support and library services, meaning that very little is unattainable. Friendly staff complement the stimulating learning environment within the University.

The great thing about the course is that it gives you the tools to work almost anywhere in the world; you cover so many topics and specialities and the University gives you the tools to carry on studying even when you finish the course.”

Leon Wood/MSc Advanced Clinical Practice student

Leon working with simulated patients in the Clinical Skills Centre.

Postgraduate taught courses

MSc Advanced Clinical Practice

Start dates: September
Duration: 3 years part-time

The MSc Advanced Clinical Practice was created in response to the development of advanced clinical roles in which nurses, and other healthcare professionals develop skills traditionally practiced by doctors. We help healthcare professionals become skilled, autonomous practitioners who provide care to patients requiring complex assessment and treatment.

Successful students are able to take holistic medical examinations, request relevant investigations and treat patients or refer them to other services.

Course structure

Core modules:

- History Taking Clinical Examination and Decision Making I
- History Taking Clinical Examination and Decision Making II
- Advancing Practice Clinical Project/Dissertation

Optional modules, either:

Route One

- Non-Medical Prescribing
- Developing Advanced Clinical Skills Through Work Based Learning

Route Two

- Developing Advanced Clinical Skills Through Work Based Learning

And either:

- Evidence for Health and Social Care
- Or
- Leadership in Health and Social Care

Career opportunities

Some applicants are already advanced practitioners who undertake the course in order to improve their knowledge and clinical skills, while others complete the course in order to secure an advanced practitioner position.

Entry requirements

Applicants are typically experienced clinical staff who hold a first or second class honours degree.

MSc Advanced Nursing

Start dates: September
Duration: 1 year full-time, 2-4 years part-time

The MSc Advanced Nursing builds on your skills and specialist knowledge, giving a deeper understanding and leading to wider career opportunities.

It has been designed to meet the needs and demands of individual students and their workplaces. We aim to develop nurses who can practice at an advanced level, offering a programme of study derived from full professional practice delivered on a flexible, modular basis.

The course is designed to attract a rich mix of home and international students from a variety of nursing backgrounds and has been designed in partnership with health service colleagues to ensure it is grounded in the realities of contemporary nursing practice. This course benefits nurses from any area of healthcare wishing to improve and advance practice in their field. Participants value being part of a cohort of enthusiastic nurses from a variety of professional and geographical contexts.

Course structure

Core modules:

- Theory and Practice of Advanced Nursing
- Evidence for Health and Social Care
- Dissertation

Optional modules, at least one of:

- Advancing Nursing and Midwifery Practice in a Global Context
- Leadership in Health and Social Care

Plus, if required, any one 30 credit module related to an area of specialist clinical practice.

Career opportunities

The course will give you the skills and experience to develop your career and to act as a leader and innovator in the field of nursing.

Entry requirements

Applicants for the full-time programme must hold a first or second class honours degree in nursing or other relevant topic.

Applicants for the part-time programme will usually hold a Bachelor's degree, or qualifications and experience deemed to be equivalent.

All applicants must be qualified nurses, usually with a minimum of two years' experience in nursing practice.

MSc Health and Social Care

Start dates: September
Duration: 1 year full-time, 2-4 years part-time

The course is designed to develop your analytical and critical thinking, improve your competencies to lead and manage change, and give you the skills and knowledge to progress your career into more challenging senior roles.

Flexible and student-centred, the course has been carefully designed to meet the needs of those working in a range of roles and service environments. It is open to both experienced and newly registered health and social care practitioners.

One of the key benefits is its interprofessional nature, drawing applicants from a wide range of settings. This will lead to fascinating opportunities to learn from each other's experiences and perspectives, build networks and enhance future interdisciplinary working, training and supervision.

Course structure

The programme allows you to follow a general pathway or choose from a variety of specialist routes.

Adult cardiac care

- Evidence for Health and Social Care
- Contemporary Practice in Care of the Acutely Compromised Cardiac Patient
- Cardiac Care: Primary Prevention, Rehabilitation and Long Term Conditions
- Optional 30 credit module from level four portfolio
- Dissertation

Adult critical care

- Evidence for Health and Social Care
- Adult Critical Care: Contemporary Care of Renal, Cardiac and Respiratory Disorders
- Adult Critical Care: Contemporary Care of the Traumatically Injured, Neurological and Endocrine Disorders
- Optional 30 credit module from level four portfolio
- Dissertation

Critical and high dependency care of neonates, infants and children

- Evidence for Health and Social Care
- Critical and High Dependency Care of Neonates, Infants and Children 1
- Critical and High Dependency Care of Neonates, Infants and Children 2
- Optional 30 credit module from level four portfolio
- Dissertation

Long term conditions

- Evidence for Health and Social Care
- Long Term Conditions Management
- Two optional 30 credit modules from level four portfolio
- Dissertation

Palliative and end of life care

- Evidence for Health and Social Care
- End of Life Care Management
- Critical Perspectives in End of Life Care
- Optional 30 credit module from level four portfolio
- Dissertation

Psychological therapies for psychosis

- Evidence for Health and Social Care
- Recovery and Psychosis
- Assessment and Formulation for Psychosis
- Psychological Therapies for Psychosis
- Dissertation

Recovery and social inclusion in mental health

- Evidence for Health and Social Care
- Changing the Experience of Mental Health Problems
- From Inclusion to Partnerships in Mental Health Practice
- Optional 30 credit module from level four portfolio
- Dissertation

Generic pathway

- Evidence for Health and Social Care
- Three 30 credit modules from level four portfolio
- Dissertation

Career opportunities

Healthcare professionals who undertake this course will usually be working within the National Health Service Career Framework. Therefore the programme learning outcomes have been mapped against levels three and four of the NHS knowledge and skills framework.

Entry requirements

Applicants must hold a first or second class honours degree and be working in health and social care. Applicants without a first degree may be considered for the course based on clinical experience and previous study subject to approval.

MSc Cognitive Behavioural Therapy

Start dates: October
Duration: 18 months part-time

This exciting programme in Cognitive Behavioural Practice will focus on the evidence-based treatment of depression and anxiety disorders.

The central aim is to provide you with a clear understanding of cognitive-behavioural concepts, models and methods. It is anticipated that those completing the programme will be able to use what they have learned in a safe and effective way, in order to enhance the efficacy of the psychotherapeutic interventions.

The course is fully accredited by the British Association for Behavioural and Cognitive Psychotherapies (BABCP) as an IAPT level two course.

Course structure

Core modules:

- Fundamentals of Cognitive Behavioural Psychotherapy
- Cognitive Behavioural Therapy for Depression
- Cognitive Behavioural Therapy for Anxiety and Related Disorders
- Dissertation Project (CBT)

Career opportunities

The course will enable you to develop your knowledge and practice of Cognitive Behavioural Therapy (CBT) skills to allow you to function as a CBT (high intensity) practitioner.

Entry requirements

Applicants must have a core professional relation to mental health or satisfy the criteria for the KSA pathway (see BABCP website for details: www.babcp.com/Accreditation/CBP/KSA.aspx) and must hold a first or second class honours degree in a related subject.

Applicants should also be working in mental health and social care or associated independent sector agencies. Applicants without a first degree may be considered for the course based on clinical experience and previous study subject to approval.

MSc Midwifery

Start dates: September
Duration: 1 year full-time, 2-4 years part-time

This course is designed to enable midwives to develop, deliver and direct high quality midwifery services within the context of the national and international drive towards improving maternity/health outcomes for the childbearing woman and her family.

The course aims to equip midwives with the knowledge and skills required to operate at senior and strategic levels in today's midwifery and healthcare services. Midwives study in depth the art and science of midwifery and the ethical, legal, economic, political, multi-professional and global context in which contemporary midwifery is practised.

Course structure

Core modules:

- Evidence for Health and Social Care
- Empowering Midwifery Practice
- Leadership in Health and Social Care
- Dissertation Project

Plus one optional level four 30 credit module related to an area of specialist clinical practice.

Career opportunities

The course has enabled individual midwives who have successfully completed the course to develop their careers, for example, as clinical managers, consultant midwives, lecturers, practice development midwives, research midwives and specialist midwives. Some have also gone on to undertake further study and research, gaining doctoral awards.

Entry requirements

Applicants must hold a first or second class honours degree and be a registered midwife in current practice.

MSc Maternal and Newborn Health

Start dates: September
Duration: 1 year full-time, 2-4 years part-time

This course is designed to enable healthcare professionals working in the fields of maternal and newborn health to develop, deliver and direct high quality maternity services within the context of the national and international drive towards improving maternity/health outcomes for childbearing women, their newborns and their family.

The course aims to equip health professionals with the knowledge and skills required to operate at senior and strategic levels in today's maternity and related healthcare settings. You will study the ethical, political, legal, economic, multi-professional and global context in which healthcare is provided to childbearing women and their newborns.

Course structure

Core modules:

- Empowering Midwifery Practice
- Evidence for Health and Social Care
- Dissertation Project

Plus two optional level four 30 credit modules related to an area of specialist clinical practice.

Career opportunities

The course will give you the skills and experience to develop your career in your chosen direction and to act as a leader and innovator in the field of maternal and newborn healthcare.

Entry requirements

Applicants must hold a first or second class honours degree and be a registered nurse/midwife involved in the delivery of maternal or newborn healthcare in their current practice.

MSc Physiotherapy

Start dates: September
Duration: 1 year full-time, 2-4 years part-time

This course is open to all therapists and related healthcare professionals who want to enhance their clinical skills, professional knowledge and critical appraisal abilities as part of their ongoing career development.

It is particularly ideal for those wishing to conduct clinically focused research without the commitment of undertaking a research-only degree.

Within a stimulating climate of evidence-based practice and internationalisation, the School gives you access to world-class facilities and a unique opportunity to learn from expert practitioners, educators and researchers.

The course is grounded in critical analysis and reflective practice, equipping you with the skills to evaluate contemporary professional practice. The various pathways include a strong emphasis on evidence-based practice, physiotherapy theory, research and specialist interests.

Course structure

Core modules:

- Evidence for Health and Social Care
- Dissertation Project

Plus three optional level four 30 credit modules related to an area of specialist clinical practice.

Career opportunities

The course offers you the opportunity to refine and update your skill set within a practical setting, which means that you should be able to maximise your potential for career development and promotion.

Entry requirements

Applicants must hold a first or second class honours degree in physiotherapy or related healthcare subject with a minimum of two years clinical experience.

MSc Physiotherapy (Manual Therapy)

Start dates: September
Duration: 1 year full-time, 2-4 years part-time

This pathway is ideal for clinicians looking to develop excellence in reasoning and the application of neuromusculoskeletal therapies.

Grounded in evidence-based thinking and giving you the exciting opportunity to share experiences with fellow students, you will explore the nature and meaning of manual therapy assessment and treatment. The level of reasoning and technique application is high, and case-driven learning is led by a team of manual therapy experts including physiotherapists and osteopaths.

Within a stimulating climate of evidence-based practice and internationalisation, the School gives you access to world-class facilities and a unique opportunity to learn from expert practitioners, educators and researchers.

Course structure

Core modules:

- Evidence for Health and Social Care
- Contemporary Practices in Manual Therapy I – Upper Quadrant
- Contemporary Practices in Manual Therapy II – Lower Quadrant
- Dissertation Project

Plus 30 credits from:

- Contemporary Practices in Injection Therapy Upper and Lower Limb
- Contemporary Practices in Injection Therapy Upper Limb
- Contemporary Practices in Injection Therapy Lower Limb
- Advanced Practice in Physiotherapy (Neuromusculoskeletal Disorders)
- Work Based Project in Professional Practice I/or II
- Teaching and Learning in Health and Social Care
- Leadership in Health and Social Care

Career opportunities

The course offers you the opportunity to refine and update your skill set within a practical setting, allowing you to maximise your potential for career development and promotion.

Entry requirements

Applicants must hold a first or second class honours degree in physiotherapy or related healthcare subject with a minimum of two years clinical experience.

Please note: This programme is under review, please visit the website for the latest information.

MSc Physiotherapy (Neurorehabilitation)

Start dates: September
Duration: 1 year full-time, 2-4 years part-time

This unique pathway is the UK's most substantial programme related to movement science or the motor relearning approach.

Delivered by expert tutors, you will explore the evidence underpinning stroke rehabilitation and apply this to retraining motor control after stroke.

As you investigate current research, you will be introduced to cutting-edge technology involved in stroke rehabilitation, including electromyography (EMG), isokinetic dynamometry, force plate measurements, gait analysis and feedback devices. You will use equipment in our state-of-the-art human movement laboratory to conduct small case studies using this technology, improving your knowledge of the biomechanics of movement and research methods.

Course structure

Core modules:

- Evidence for Health and Social Care
- Movement Science Based Approach to Stroke Rehabilitation
- Innovations in Neurological Rehabilitation
- Dissertation Project

Plus 30 credits from:

- Contemporary Practices in Injection Therapy Upper and Lower Limb
- Contemporary Practices in Injection Therapy Upper Limb
- Contemporary Practices in Injection Therapy Lower Limb
- Advanced Practice in Physiotherapy (neuromusculoskeletal disorders)
- Work Based Project in Professional Practice I/or II
- Teaching and Learning in Health and Social Care
- Leadership in Health and Social Care

Career opportunities

The course offers you the opportunity to refine and update your skill set within a practical setting, allowing you to maximise your potential for career development and promotion.

Entry requirements

Applicants must hold a first or second class honours degree in physiotherapy or related healthcare subject with a minimum of two years clinical experience.

MA Research Methods (Health Pathway)

Start dates: September
Duration: 1 year full-time, 2 years part-time

Our MA Research Methods pathway will equip you with the in-depth skills required to carry out research in healthcare. The emphasis throughout is upon linking theoretical and methodological understandings with practical experience of research design and implementation.

Working in a highly stimulating environment, you will learn a variety of methodological approaches and research techniques and develop your ability to critique evidence required for making informed policy decisions and clinical recommendations.

This well respected MA course is part of The University of Nottingham's Economic and Social Research Council (ESRC) Doctoral Training Centre.

It will be of particular interest to those working within healthcare, will prepare students for doctoral level studies (eg. PhD), which in turn will open up research career opportunities in the health service or academia leading to future clinical academic or advanced clinical leadership roles.

Course structure

Semester one - autumn:

- Research Design, Practice and Ethics
- Philosophy of Research/Social Science
- Fundamentals of Quantitative Analysis
- Choice of Subject Specific Module

Ongoing throughout the programme:

- Dissertation
- Research Management Skills Portfolio

Semester two - spring:

- Foundations in Qualitative Methods
- Additional (choice) subject specific module
- Plus up to three advanced specialist modules

Career opportunities

The course has as specific research focus and, as such, it is recognised by the ESRC as meeting the requirements for its 1+3 study scheme. You will develop the skills, experience and knowledge necessary to continue your research at higher level eg. PhD, and will be ideally placed to pursue an academic career in the field of healthcare research.

Entry requirements

You should have a first or upper-second class honours degree or equivalent and an interest in research.

PG Cert Clinical Leadership for Innovative Practice

Start dates: January
Duration: 1-2 years part-time

This course aims to recruit health and social care professionals who are working in, or wish to progress towards, positions of clinical leadership with responsibility for leading innovation and modernisation of health and social care.

The programme will equip its students with the knowledge and skills required to demonstrate effective clinical leadership of their service, implement their organisation's vision, innovate within their role, and lead and motivate their staff within the context of the public and government demand for improving and modernising health and social care services.

The development of analytical and critical thinking will be fostered through a student-centred and facilitative approach to teaching and learning within a school environment via our ethos of valuing and respecting the student's existing professional knowledge and experience.

Course structure

Core modules:

- Leadership in Health and Social Care
- Leading in Innovative Practice

Career opportunities

The course aims to enable health and social care professionals working in, or wishing to progress towards positions of clinical leadership, to take responsibility for leading innovation and modernisation of health and social care.

Entry requirements

Applicants must hold a first or second class honours degree and be working in health and social care. Applicants without a first degree may be considered for the course based on clinical experience and previous study subject to approval.

PG Cert Practice Teacher in Health and Social Care

Start dates: September or January
Duration: 1-2 years part-time

This dynamic course, delivered over two modules, is especially designed for health and social care practitioners who teach and assess students and staff in clinical practice.

For nurses and midwives, it is approved by the Nursing and Midwifery Council as a practice teacher programme, under their 2008 Standards to Support Learning and Assessment in Practice.

The course will enable you to:

- Analyse knowledge of education and professional issues relating to your role as an educator in the practice setting
- Explore the tensions between theory and practice and their implications when facilitating student and staff learning in practice
- Debate contemporary policy issues in the context of research in professional education and clinical practice
- Demonstrate your abilities to meet standards set out by your professional body

Students who have taken this course have evaluated it highly, reporting that it has enhanced their role and opened the door for significant career development. They also tell us that it has expanded their knowledge of educational theory, while providing a practical toolkit of strategies for developing education in practice. Applying cutting-edge theory that is relevant to your own practice is one of the key strengths of the course.

Course structure

Core modules:

- Practice Teacher in Health and Social Care
- Teaching and Learning in Health and Social Care

Career opportunities

The course is vocationally driven and aimed at health and social care practitioners who are seeking a qualification to consolidate and inform their practice-based role in teaching and assessing.

Entry requirements

Applicants will normally hold a first or second class honours degree including evidence of relevant personal, professional and educational experience. Applicants must be health and social care practitioners, with a current role facilitating learning and assessment of health and social care students.

PG Cert Enabling Environments in Intellectual Disability

Start dates: September
Duration: 21 months part-time

This course aims to recruit health and social care professionals working in services for people with intellectual disabilities.

The programme will equip its graduates with the knowledge and skills required to create a psychologically-minded environment. This includes ways to attune interaction to each individual and recognition of, and therapeutic responses to, anxious and avoidant attachment relationship and others sources of emotional countertransference.

You will demonstrate effective practice in psychological-mindedness based on an understanding of its influences and characteristics, reflect on your own practice to create responsive and accepting relationships with people who have intellectual disabilities, and acquire strategies for generating and sustaining therapeutic environments for people who have intellectual disabilities. The development of analytical and crucial thinking will be fostered through a student-centred and facilitative approach to teaching and learning, valuing and respecting your existing professional knowledge and experience.

Course structure

Core modules:

- Enabling Environments: Theories and social research
- Enabling Environments: Practice and application

Career opportunities

The course recruits health and social care professionals who are working in, or who wish to progress towards, positions of clinical leadership with responsibility for leading innovation and the modernisation of services.

Entry requirements

Applicants will normally be expected to possess a first degree (usually 2:2 or above) or other relevant qualification/s and/or experience deemed equivalent.

“In order to build my career as a physiotherapist, I decided to specialise in stroke rehabilitation and sought to find a university which would offer a rich and promising curriculum. The University of Nottingham particularly stood out to me.

Every module I chose on the course has presented the opportunity for me to challenge myself mentally, socially and academically. I particularly loved the leadership module which provided me with the opportunity to shadow the head of the stroke unit for a day. This allowed me to see the leadership strategies they adopted in practice and experience what their daily activities entailed.

The academic staff are genuinely supportive, very approachable and provide all the assistance that you need. I particularly needed help with my dissertation and I am so glad my supervisor was able to put me on track.

Choosing Nottingham was one of the best decisions I have made in my career and I am grateful that I was accepted to pursue my ambitions here. I hope that my masters qualification will enable me to pioneer improvement in the quality of service provided in my home country, Nigeria.”

Damilola Soetan/MSc Physiotherapy (Neurorehabilitation) student

Damilola studying in Cafe Revive in the Medical School at Queen's Medical Centre.

A dynamic research environment

The School has a large, vibrant, multidisciplinary and international research community. Our academics and research students are making major contributions to the advancement of healthcare in many areas. At the last independent Research Assessment Exercise in 2008, we ranked the fifth best School for nursing and midwifery research.

All of our research activities are undertaken in close collaboration with our clinical partners and we have a national and international reputation in promoting evidence-based healthcare.

Key facts

- The research training we provide is amongst the highest quality in the country
- Our School is part of a nationally recognised Doctoral Training Centre funded by the Economic and Social Research Council (ESRC)
- Our masters in Research Methods course is one of only a few in the country to receive funding from the prestigious National Institute of Health Research and Health Education England's Clinical Academic Training Programme
- We are one of the most popular schools in the country for international doctoral students
- We consistently performed better than average in the Postgraduate Research Experience Survey 2013
- We regularly attract large amounts of funding, and over the past few years have benefited from almost £5m from bodies including the National Institute of Health Research, the Economic and Social Research Council, the Leverhulme Trust and the Big Lottery Fund

Doctoral students have ample opportunities to disseminate their research and learn from each other's experiences through our regular internal conferences. Our PhD student office allows students to interact and share ideas with one another, making our student community vibrant and supportive.

Our research supervisors have expertise in a number of areas of healthcare and are members of the following dedicated research groups:

- The Centre for Evidence Based Healthcare
- Education and Technology for Health
- Maternal, Child and Public Health
- Mental Health
- Rehabilitation
- Sue Ryder Care Centre for the Study of Supportive, Palliative and End of Life Care

You can find out more about our research groups by visiting their websites at

www.nottingham.ac.uk/healthsciences/research

“At Nottingham we are committed to conducting high quality, applied research. We look forward to welcoming students to join our vibrant and dynamic research environment to work with world leading researchers to take their career to the next level.”

Professor Avril Drummond
Director of Research



Postgraduate students studying together in the Postgraduate Study Area.

Research opportunities

Our doctoral programme equips students with the skills and knowledge to become successful independent researchers.

We welcome applications from enthusiastic and highly motivated individuals who are ready to use their passion for research to make a real difference to healthcare practice and education.

The postgraduate research team prides itself in providing a supportive infrastructure to stimulate a strong PhD research culture.

In addition to formal research training offered through the Economic Social Research Council (ESRC) Doctoral Training Centre, PhD students:

- attend a lunchtime seminar series run throughout the academic year
- participate in external and internal research conferences and seminars
- attend quarterly internal doctoral student conferences called 'Research Saturdays', especially designed to encourage the participation and inclusion of part-time students

All doctoral students have access to funding which will support their attendance at conferences or specialist training.

PhD

Start dates: September or January

Duration: 3-4 years full-time, 4-8 years part-time

A Doctor of Philosophy is the highest academic degree achievable and requires extended study and intense intellectual effort. You will learn to master a specific subject, extend the body of knowledge about that subject and become an independent researcher. Applications aligned to the School's research groups are encouraged, but we will consider research proposals in any area.

Our PhD programme offers a diverse and vibrant environment in which the students are supported not only by the postgraduate research team, but by their fellow students too. In addition, each student is allocated two research supervisors with expertise in the student's area of research or methodology to give holistic support and guidance to the research project undertaken.

PhD students have access to a wide array of training opportunities including the University's Economic Social Research Council (ESRC) Doctoral Training Centre (DTC) accredited modules which enable students to develop research specific skills in order to successfully undertake a doctorate, as well as workshops and courses run by The Graduate School and The Centre of English Language Education (CELE). Funding is also available to attend specialist training courses run by other ESRC DTCs throughout the UK.

Entry requirements

To apply for a PhD you should hold a masters degree with at least Merit (or an equivalent qualification), have an undergraduate degree to at least 2.1 standard and have an interest in research.

IELTS: 6.5 (with no less than 6.0 in any element)

"My research is exploring the experiences of young people who have a parent who is in the last year of life. For my PhD study, I am interviewing young people with a parent who has a life-limiting illness to find out about their day-to-day experiences of family life and how they see their future.

I chose Nottingham because of my interest in the research study and my knowledge of the supervisors. It is also my home, and where my family are. I feel very fortunate to have the opportunity to study at this level without having to travel a great distance.

While being a postgraduate in the School of Health Sciences I have had the freedom to follow up the questions generated by my research that are of most interest to me. I am in the midst of a vibrant research environment and learning from the work of colleagues; both staff and students.

I really enjoy the process of carrying out research and would like to continue in this capacity. Having worked in public services for many years, I am grateful for having this time to think, explore and reflect."

Nicola Turner/PhD Student

Nicola working in the Postgraduate Study Area in the School of Health Sciences.



Continuing Professional Development (CPD)

In the fast-changing world of health and social care, practitioners are expected to constantly maintain and develop their professional competence.

Through our continuing professional development framework, healthcare professionals are able to access specific modules and tailored courses. This will facilitate the development of knowledge and practical skills to meet patient and client demands, as well as enhancing your career prospects.

Whether you are newly qualified or have years of experience, our range of professional modules and pathways allow you to study full- or part-time and via work-based learning. All professional courses are developed in liaison with NHS colleagues, with input from health and social care users and carers. This ensures a highly flexible and relevant approach to continuing professional development.

Flexible delivery modules

Our degree level modules can be studied as stand-alone modules or may be undertaken as part of a pathway. This provides you with the opportunity to experience degree level study or to learn about specific clinically related subjects. Presented as modules running throughout the year, our modules are constantly being updated, so please visit the Learning Beyond Registration section of our website for a full list and start dates at www.nottingham.ac.uk/healthsciences/lbr

We offer many modules in areas such as:

- Cancer
- Child and neonatal health
- Critical and acute care
- End of life and palliative care
- Leadership and management
- Long-term conditions
- Mental health
- Mentorship
- Midwifery and maternal health
- Prescribing
- Sexual health
- Tissue viability
- Trauma care

For descriptions of each module please see page 31.

Graduate certificates

Alongside our degrees we also run a number of graduate certificates, which combine several modules into a specific course. These part-time courses can be completed in one to two years and can count towards other higher-level qualifications. Subjects include:

- Acute care
- Adult critical care
- Cardiac care
- Critical care (children's intensive care, high-dependency care and neonatal care)

For more details on these courses, visit the Learning Beyond Registration pages at www.nottingham.ac.uk/healthsciences/lbr

Professional degree programmes

For registered nurses, midwives and healthcare professionals we offer three degree programmes:

- BSc (Hons) Health Care Studies (top up) degree
- BSc (Hons) Mental Health and Social Care (top up) degree
- BSc (Hons) Midwifery Studies (top up) degree

For more on these courses see page 23.

Funding

Funded places are available to health and social care professionals working in the East Midlands (subject to certain conditions). Contact us or see page 26 for more details.

Entry requirements and how to apply

Please see page 29.

Further information

If you would like any more information on continuing professional development opportunities or have any questions, please contact us:

t: +44 (0)115 823 1213
e: lbr-enquiries@nottingham.ac.uk
w: www.nottingham.ac.uk/healthsciences/lbr



Studying in the library at the Derby Centre, Royal Derby Hospital.

Professional degree programmes

With health service providers increasingly looking for practitioners to hold a degree, now is the perfect time to top up your learning and experience to gain an undergraduate degree in as little as a year.

For registered nurses, midwives and healthcare professionals we offer three degree programmes:

- BSc (Hons) Health Care Studies (top up) degree
- BSc (Hons) Mental Health and Social Care (top up) degree
- BSc (Hons) Midwifery Studies (top up) degree

These flexible courses can be studied part- or full-time and we take experience and prior learning into account.

For modules see the appendix on page 31 and visit the website at www.nottingham.ac.uk/healthsciences/ibr

BSc (Hons) Health Care Studies (top up) degree

Start dates: Any date
Duration: 1 year full-time, maximum of 5 years part-time

This innovative framework has been designed to be responsive to the changing healthcare environment and supports health and social care professionals in developing a flexible career pathway. The course provides students with the option of following either a Combined Studies or a Nursing pathway at degree level. The new Nursing pathway provides an exciting opportunity to welcome home and international students to develop their general and specialist knowledge within different areas of nursing and healthcare practice in order to complete a programme of study leading to a degree award.

Course structure

Students select either the Combined Studies or Nursing pathway.

Combined Studies pathway

Students are required to complete one core compulsory module ie. Evidence Based Practice and three further modules of their choice relating to specialist or generic practice from the level three portfolio.

Nursing pathway

Students are required to complete two core compulsory modules ie. Evidence Based Practice and Clinical Decision Making and two further modules of their choice from a limited selection relating to specialist or generic practice from the level three portfolio.

Career opportunities

Access to a rich portfolio of modules will enable students to consolidate and advance knowledge, skills and expertise to enhance future practice and may serve to extend their role in the clinical environment. Successful completion of the award will provide the academic requirements to support further study at masters level.

Entry requirements

Students must be a qualified health or social care professional and hold a diploma level qualification. Applicants may be considered based on clinical experience and previous study subject to approval.

BSc (Hons) Mental Health and Social Care (top up) degree

Start dates: Any date
Duration: Maximum of 5 years part-time

This programme is available to all mental health and social care professionals in order to enhance the delivery of evidence-based patient/client care.

It provides the opportunity to develop specialist and generic mental health and social care knowledge that underpins decision-making within a contemporary, diverse and dynamic mental health and social care system.

Course structure

This course contains five pathways with specialist options in:

- Psychosocial Practice
- Mental Health Services for Older People
- Working with Addictive Behaviours
- Acceptance and Commitment Therapy
- Combined Studies

All pathways undertake an Evidence Based Practice module.

The following pathways complete three core modules each:

- Mental Health Services for Older People
- Working with Addictive Behaviours
- Acceptance and Commitment Therapy

Psychosocial Practice completes two core modules and one optional module.

Combined studies allows three optional modules.

Career opportunities

Access to a rich portfolio of modules will enable students to consolidate and advance knowledge, skills and expertise to enhance future practice and may serve to extend their role in the clinical environment. Successful completion of the award will provide the academic requirements to support further study at masters level.

Entry requirements

120 credits at level one and 120 credit at level two, which have been completed in the last 10 years. 40 level two credits may be awarded via Accreditation of Prior Learning (APL) for current contemporary practice.

BSc (Hons) in Midwifery Studies (top up) degree

Start dates: Any date
Duration: 1 year full-time, maximum of 5 years part-time

This course aims to:

- Enable registered midwives to develop the higher level of knowledge and skills that would complement their level of expertise developed in the practice setting
- Provide midwives with the flexibility to achieve degree status through undertaking studies specifically relevant to their individual area of clinical practice while continuing to meet changing healthcare demands within the maternity services throughout the 21st century

Course structure

Core Modules:

- Research and Ethical Issues within Maternity Care
- Developing Midwifery Practice through Work Based Learning

Two optional 30 credit modules from the midwifery level three portfolio.

The course is modular offering midwives the flexibility to study at their own pace within the five-year pathway.

Career opportunities

This programme has enabled individual midwives who have successfully completed the award to further develop their careers as clinical managers, consultant midwives, lecturers, practice development midwives, research midwives and specialist midwives. It is also a means of entry to masters level study.

Entry requirements

All candidates must hold a diploma qualification and/or have relevant experience deemed to be equivalent and be a registered practising midwife in the United Kingdom or be eligible for temporary registration in the United Kingdom if practising as a midwife overseas.

Innovative teaching

We believe that teaching should be inspiring, engaging and challenging. That's why we employ a variety of learning methods and exploit the latest innovative technologies to create a fresh, vibrant study environment that will enhance your university experience.

Our staff are involved in dynamic research of a national and international standing, which in turn shapes our world-class teaching and learning to create courses that are right at the cutting-edge of the healthcare and social sciences. Our teaching is among the very best in the UK and you'll learn from a wide variety of experienced lecturers and practitioners.

We invest greatly in new technologies and innovative online teaching methods so that independent learning is enhanced and supported. These include:

- lecture podcasts
- novel bite-sized chunks of e-learning on specific healthcare topics
- a virtual portfolio tool that allows you to access an online central resource for course material
- a virtual exchange programme

There is a dedicated team within the School who help to create bite-sized reusable learning objects which are award winning, peer-reviewed and used by healthcare professionals globally. They are completely free to use. To view them visit www.nottingham.ac.uk/helmopen

Structured support

Support is a vital part of the learning process and we have spent a lot of time learning from previous student experiences to create an integrated structure that supports you throughout your time as a postgraduate student.

You can access a wealth of University support on a wide range of issues at www.nottingham.ac.uk/student-services

The Students' Union is also a great place to find help. Find out more at www.su.nottingham.ac.uk

“The School of Health Sciences at The University of Nottingham is committed to providing high quality postgraduate taught courses which impact positively on the personal and professional competence and confidence of our students, and as a result improve the patient experience locally, nationally and internationally.”

Professor Joanne Lymn
Director of Learning and Teaching

Funding your studies

Postgraduate study is an investment in your future career and demands a major commitment of time and effort, particularly as many students are also working and/or have families.

There are a number of ways to fund postgraduate study or research:

- Paying for the programme yourself
- Funding from external sources such as research councils and charities
- University scholarships
- Learning Beyond Registration contract

Self-funding

To support self-funding we offer flexible payment options. Some high street banks also offer special professional and career development loans. See www.gov.uk/career-development-loans for more information.

External sources

The majority of our postgraduate taught and Continuing Professional Development courses have a limited number of fully-funded places available for health and social care professionals working in the East Midlands and who have the support of their manager.

The University also offers scholarships for research degrees funded through the prestigious Economic and Social Research Council (ESRC) and the National Institute for Health Research (NIHR). Please check our website at www.nottingham.ac.uk/healthsciences/pg/finance regularly for new opportunities and more information.

Every spring we run a 'roadshow' across the region for potential research students, designed to introduce you to our courses and provide advice on funding. See our website at www.nottingham.ac.uk/healthsciences/postgraduate for more information.

Masters and doctoral studentships are also advertised at www.jobs.ac.uk and www.postgraduatestudentships.co.uk

University scholarships

We want to make postgraduate study as widely accessible to as many people as possible and so offer a range of scholarships. These are available in predefined research areas and to students who meet specific criteria. They are updated throughout the year, so please visit the scholarships and funding section for the latest information at

www.nottingham.ac.uk/healthsciences/postgraduate

Learning Beyond Registration contract

Funded places are available to health and social care professionals working in the East Midlands (under certain conditions). These places are funded through the Health Education East Midlands' contract with The University of Nottingham. For details of postgraduate and professional courses funded through the Learning Beyond Registration contract visit the School website at

www.nottingham.ac.uk/healthsciences/lbr

Further information

A step-by-step guide to funding is available at www.nottingham.ac.uk/funding

If you have any questions you can also contact the School:

t: +44 (0)115 823 0850

e: hs-pg-enquiries@nottingham.ac.uk

w: www.nottingham.ac.uk/healthsciences/postgraduate

City life

Right at the heart of England, Nottingham is a vibrant and versatile city, rich with heritage and culture, embracing creativity and originality.

Nottingham is bursting with year-round events and activities for everyone to enjoy, whatever the season: fairgrounds, festivals, fireworks, cultural celebrations, continental markets, music events and even outdoor ice skating.

History

Visiting the haunts of Robin Hood, Nottinghamshire's legendary outlaw, is just one way of uncovering the area's history. You can also venture into the city's caves, sit in a Victorian courtroom at the Galleries of Justice or have a drink at Ye Olde Trip to Jerusalem, which claims to be the oldest inn in Britain.

Nottingham Castle is a magnificent 17th century ducal mansion built on the site of the original medieval castle, with spectacular views across the city. The Castle has a turbulent past, linked to kings and conquerors, and still has a maze of original caves hidden beneath its imposing walls.

Music

Whatever your musical tastes, Nottingham has something for everyone. The Royal Concert Hall hosts opera and classical concerts, while the huge Capital FM Arena attracts the major nationwide popular music and comedy tours. The legendary Rock City showcases top rock and indie acts, while trendy venues such as the Rescue Rooms and Bodega Social Club showcase the latest alternative acts before they make it big.

Art

Nottingham Contemporary is one of the largest contemporary art spaces in the UK and offers an exciting programme of exhibitions and events. Nottingham Castle holds the first municipal art gallery outside of London, and there is also the University's own Lakeside Arts Centre on campus, a unique public arts centre that presents an eclectic programme of music, dance, theatre and visual art.

Stage and screen

Nottingham Playhouse is renowned for innovative drama, the lovingly restored 18th-century Theatre Royal showcases world-class theatre, ballet and opera, and the Royal Concert Hall attracts some of the biggest names in music, comedy and performing arts.

Fans of the big screen have a choice of cinemas – from multiplexes across the city to the independent Broadway, which shows the best in arthouse and foreign language films.

Shopping

If you love to shop, Nottingham offers an enticing mix of high street and vintage clothes stores. All the big names, including Zara, Topshop, Office and H&M, feature within the city centre, while one-off boutiques and treasure troves of antique furniture, jewellery and clothing can be found in the side streets and cobbled roads of the Lace Market and fashionable Hockley. Designer Paul Smith hails from Nottingham and his eclectic style sets the tone for this diverse and fashion conscious city.

Sport

Nottingham has more sports facilities per head of population than anywhere else in Europe*. From ice skating at the National Ice Centre and whitewater rafting at the National Water Sports Centre, to watching Test Match cricket at the world-renowned Trent Bridge, tennis at one of Europe's largest tennis centres, or football at either of the city's famous clubs, you'll never be short of quality sport.

Location

Getting here is easy. Nottingham is less than two hours travel from London, with excellent transport links to the capital and the rest of the UK.

East Midlands Airport, one of the UK's fastest growing airports, is only 40 minutes from the city centre via a 24-hour bus service.

Frequent rail services run from Nottingham to major UK cities, including London every 30 minutes, and the completion of the Eurostar connection at St Pancras International means that passengers are only a few hours train journey from Paris.

Find out more at www.experiencenottinghamshire.com

*nottinghamcity.gov.uk

“Linked forever to Robin Hood and his merry band of men in Lincoln green, Nottingham today is a dynamic mix of medieval and modern... The city boasts fashion designer Paul Smith as one of its own, while the clubs and bars are some of the liveliest in the country.”
lonelyplanet.com

Students outside Ye Olde Trip to Jerusalem in Nottingham.

How to apply and contacting us

Entry requirements

Taught courses

You will normally hold a good first degree with at least a second class honours, or an equivalent qualification and evidence of relevant personal, professional and educational experience. In some cases you may need a certain amount of practice experience in a particular area or be a registered health professional. Specific requirements for individual courses are on our website at www.nottingham.ac.uk/healthsciences

PhD courses

You should hold a masters degree to at least merit or an equivalent qualification. An interest in research is key.

Continuing Professional Development courses

You will need to be a registered health or social care professional. Degree top-up courses will usually require 120 credits at level one and 120 at level two which have been completed within the past 10 years. If you do not have the required number of credits, accreditation can be given for prior experiential learning and experience can be taken into consideration. Please contact us if you have any questions.

International students

If you are an international applicant, our international student postgraduate brochure will provide you with information about specific requirements as well as additional information relevant to international students.

Please visit www.nottingham.ac.uk/healthsciences to download this brochure, or contact us directly.

How to apply

For postgraduate course applications, the easiest, quickest and most secure way to apply is via the University's online postgraduate application system, from within the course entry on our website. This also allows you to track your application's progress. Further information about the application process can be found at www.nottingham.ac.uk/pgstudy/apply

We welcome applications any time of the year, but taught masters start at the end of September. We also advise you to start your PhD course in September, but you can start in January.

For Continuing Professional Development course applications please apply via our School website at www.nottingham.ac.uk/healthsciences/lbr/apply

Fees

For the latest course fees, visit

www.nottingham.ac.uk/healthsciences/pg/finance

Accommodation

All new full-time postgraduate students are guaranteed a room in University-arranged accommodation for one year, providing you accept your course place by 1 August of the year you are due to start. We have a wide range of high-quality accommodation located close to campus. We can also help you find private accommodation. For more, visit

www.nottingham.ac.uk/accommodation

Visit us

Please get in touch if you would like to visit the School. We can help you plan your visit. You will have the chance to meet staff, see facilities, tour our campus and see if Nottingham is the place for you.

Contact us

School of Health Sciences
B Floor, South Block Link
Queen's Medical Centre
Nottingham
NG7 2HA
UK

t: +44 (0)115 823 0850

e: hs-pg-enquiries@nottingham.ac.uk

w: www.nottingham.ac.uk/healthsciences



Postgraduate students sharing ideas in the Greenfield Medical Library.

Appendix - modules

This is the current list of postgraduate and continuing professional development modules available in the School.

Level 3 modules are undertaken at undergraduate professional level. Level 4 modules are undertaken at postgraduate professional level.

Modules may be subject to change. For the most up to date information, please visit our website at www.nottingham.ac.uk/healthsciences/lbr

Acceptance and Commitment Therapy (ACT): Mindfulness Based Approaches

Academic level: 3

Credits: 30

- The six core processes of ACT
- Personal practice of mindfulness
- Developing willingness and acceptance
- Undermining cognitive fusion
- Getting in touch with the present moment
- Distinguishing the conceptualised self from the self as context
- Defining valued directions
- Building patterns of committed action
- Conceptualising cases using ACT
- The ACT therapeutic stance
- Bringing it all together

Acute Wound Management

Academic level: 3 and 4

Credits: 30

- Anatomy and physiology of the skin and underlying tissues
- Physiology of acute wound healing
- Factors influencing wound healing
- Skin and wound assessment
- Contemporary wound management practices
- Complexities of acute wound types
- Advanced wound care technologies
- Current concepts in tissue viability and the influence of local/national/international guidelines on clinical practice
- Evidence-based practice and clinical decision-making
- Professional and legal issues
- Psychological and social issues
- Role of the multidisciplinary team
- Advancing tissue viability practice

Adult Critical Care: Contemporary Care of Renal, Cardiac and Respiratory Disorders

Academic level: 3 and 4

Credits: 30

- Assessing and monitoring the critically ill adult
- Pathophysiology and restoration of homeostasis in relation to critical illness
- Contemporary therapies
- Evidence underpinning current critical care practice
- The psychological effects of critical illness on the patient and their immediate family
- Political, social, national and international influences on patient treatment
- The ethical, legal and professional aspects of care

Adult Critical Care: Contemporary Care of the Traumatically Injured and Neurological and Endocrine Disorders

Academic level: 3 and 4

Credits: 30

- Assessing and monitoring the critically ill adult
- Pathophysiology and restoration of homeostasis in relation to critical illness
- Contemporary therapies
- Evidence underpinning current critical care practice
- The psychological effects of critical illness on the patient and their immediate family
- The ethics of care for patients and their relatives
- Political, social, national and international influences on patient treatment

Advanced Practice in Physiotherapy (Neuromusculoskeletal Disorders)

Academic level: 4

Credits: 30

- Examining, evaluating and advancing the theoretical and practical principles underpinning the identification and management of neuromusculoskeletal disorders
- Advanced clinical reasoning, diagnostic testing and interpretation of tests typically considered outside the scope of physiotherapy practice
- Decision making, patient management and appropriate triage
- The concepts behind assessment, diagnosis and intervention
- A review of research literature
- Practical psychomotor, communication and presentation skills

Advancing Nursing and Midwifery Practice in a Global Context

Academic level: 4

Credits: 30

- Globalisation processes and their impact on healthcare and health professions
- Comparing and contrasting advanced nursing and midwifery education and practice from an international perspective
- How practitioners adapt best practice to specific regional contexts
- Developing a substantive practice improvement initiative based on an in-depth appreciation of global healthcare trends

An Introduction to Compassion-Focused Cognitive Behavioural Principles

Academic level: 3

Credits: 30

- The history and policy context of cognitive behaviour therapy
- Learning theories
- Research evidence in cognitive behaviour therapy
- Understanding common mental health difficulties such as depression and anxiety
- Cognitive behaviour models of assessment
- The therapeutic relationship: engaging with patients, plus barriers and boosters
- Issues of difference
- Interview skills
- Conceptual frameworks
- Complex needs
- Supervision and ethics
- Broad-based assessment approaches
- Formulation and treatment planning

Assessment and Case Formulation of Addictive Behaviours

Academic level: 3

Credits: 30

- Assessment of addictive behaviours
- Case formulation
- Considering complex needs
- The evidence base for intervention
- Motivational interviewing principles and practice
- Recognising diversity issues
- Group approaches and skills
- Maintaining treatment processes
- Supervision and reflection

Assessment and Formulation for Psychosis

Academic level: 4

Credits: 30

- Bio-psychosocial understanding of psychosis and its assessment
- Contemporary views and theories
- Engagement principles and therapeutic strategies for assessment and formulation
- The three stages of paranoia and voices
- Trapped trauma model
- Assessment methods for voices, paranoia and distressing beliefs
- The Maastricht interview for voices and paranoia
- Maastricht interview report writing and building constructs
- Formulating assessment data

Best Practice in Perineal Care

Academic level: 3 and 4

Credits: 30

- Evidence-based practice in women's reproductive and psychosexual health before, during, and following pregnancy
- Revision of pelvic floor anatomy and physiology
- Antenatal perineal massage
- Prevention, recognition and classification of pelvic-floor trauma
- Risk management issues
- Tissue viability
- Female genital mutilation
- Recognition of obstetric anal sphincter injuries (OASIS)
- Management of complex perineal trauma, including postnatal perineal care clinics, psychosexual issues and practical workshops on perineal repair
- Critical examination of your own practice
- Collaboration and networking with different disciplines

Cancer Therapies and Care

Academic level: 3 and 4

Credits: 30

- Principles and biological effects of cancer treatment modalities: surgery, cytotoxic drugs, radiation therapy, hormones therapy, biological/targeted therapy, clinical trials, and complementary therapies
- Side effects of cancer therapies and the management of toxicities
- Ethical, legal and moral aspects of treatment, decision making, information provision, and informed consent
- Psychological, social, and economic impact of cancer therapy on the individual and family
- Management of acute oncological events
- Importance of user involvement in planning services and care

Cardiac Care: Primary Prevention, Rehabilitation and Long-Term Conditions

Academic level: 3 and 4

Credits: 30

- Pathophysiological changes associated with long-term cardiac problems and the central concepts of nursing care
- Congenital and valvular heart disease
- The role of health promotion and cardiac rehabilitation, with reference to national and international initiatives
- Contemporary issues surrounding heart failure - its aetiology, pathophysiology and treatment
- The physical, social and psychological effects of long-term cardiac disease
- End-of-life support
- The ethics of care

Care of the Child with Bladder and Bowel Dysfunction

Academic level: 3 and 4

Credits: 30

- Promoting continence in children and young people in line with local, national and global policies and guidelines
- Physiological, psychological and psychosocial effects on toileting skills and the development delays that cause continence difficulties
- The multidisciplinary approach to providing care using research-based evidence
- Family-centred care for children undergoing treatment
- Professional issues, eg. the legal, leadership and organisational skills for developing care provision
- Management and development of paediatric continence services

Children's Cancer Care

Academic level: 3 and 4

Credits: 30

- Aetiology and epidemiology of childhood cancers
- Management through chemotherapy, radiotherapy, surgery, and transplantation
- Supportive treatment, including managing nausea and vomiting, nutrition, pain control, psychological care, and oncological emergencies
- End of treatment, including late effects clinics, fertility issues, and follow up
- Palliative care
- Living with cancer, including the role of the Macmillan nurse, CLIC Sargent support and education assistance
- Policy issues

Children's Nephrology: Care and Management

Academic level: 3 and 4

Credits: 30

- Development of the embryological renal system, renal anatomy and physiology
- Homeostatic disruption
- Assessment of renal function
- Acute kidney injury
- Chronic kidney disease
- Fluid management and nutritional management
- Drug administration and management
- Renal replacement therapy
- Renal transplant
- Established kidney disease
- Care of families, the impact of acute and chronic illness and technology-dependency
- Ethico-legal issues and policy and political influences
- Key roles within the healthcare profession team
- Leadership and practice development

Children's Palliative Care

Academic level: 3 and 4

Credits: 30

- Palliative care and the elements defining it
- Social and policy guidelines affecting the care of the palliative child and their family
- Methods of symptom control to ensure the child's comfort and reduce family distress
- The multidisciplinary team and how individual roles impact on care
- Psychosocial issues, including cultural and spiritual considerations
- The role of the healthcare professional in supporting the child and family
- Ethico-legal issues
- The role of social worker, youth worker, charities, funeral directors and hospices
- The impact of technology on the palliative child's quality of life

Chronic Wound Management

Academic level: 3 and 4

Credits: 30

- Anatomy and physiology of the skin and underlying tissues
- Physiology of impaired/abnormal chronic wound healing
- Factors hindering wound healing
- Skin/wound and risk assessment tools
- Aetiology of complex chronic wounds
- Complexities of chronic wound care interventions
- Evidence-based practice and clinical decision-making
- Preventative strategies for pressure ulcers including the use of specialist equipment and devices
- Professional, legal and ethical issues
- The impact of local/national/international guidelines and government directives
- Psychological, social and quality of life issues
- Interprofessional referrals and role involvement
- Advancing tissue viability practice

Clinical Decision Making

Academic level: 3 and 4

Credits: 30

- Establishing specific learning needs
- Examining the key principles of assessment
- Drawing on experience and consolidating previous learning
- Examining new skills in the context of your specialist clinical setting and role
- Reviewing best practice guidance and using local expertise
- Gaining a deeper understanding of processes such as history taking, consultation, physical examination and decision making

Clinical Supervision

Academic level: 3

Credits: 30

- Defining clinical supervision and separating it from similar activities
- Evidence base of clinical supervision
- Process and principles of setting up clinical supervision in practice
- Skills and qualities of a clinical supervisor
- Models of clinical supervision that can be applied to practice
- Modes of supervision, individual or group
- Dealing with challenging situations that can arise in supervision
- Reflective practice

Contemporary Management in Diabetes/ Contemporary Management in Diabetes Mellitus

Academic level: 3 and 4

Credits: 30

- Aetiology and pathophysiology of diabetes mellitus
- Evidence-based treatment, management through the life-span and complications
- Complexity and progressive nature, complications, psychological and social implications
- Current research and policy developments with implications for management
- Person-centered care/services, user involvement and patient expertise, self-management and partnership with health professionals
- Promotion and maintaining health of people with diabetes

Contemporary Practice in the Care of the Acutely Compromised Cardiac Patient

Academic level: 3 and 4

Credits: 30

- Assessing and monitoring patients with a new or exacerbated pre-existing cardiac condition
- The patho-physiology of acute coronary syndrome and the practice of restoring coronary artery blood flow
- Contemporary practice issues around treatment choice
- Invasive treatment methods, including percutaneous coronary intervention and cardiac surgery
- Political, social and national influences on patient treatment
- Psychological effects of acute cardiac disease on patients and families

Continuing Management of the Traumatically Injured Patient

Academic level: 3 and 4

Credits: 30

- Continual assessment and monitoring of traumatically injured patients
- Pathophysiology and restoration of homeostasis in traumatic injury
- Patient management and rehabilitation using an allied health professional team
- Contemporary therapies used to manage traumatically injured adults
- The evidence underpinning current practice
- The psychological and social effects of traumatic injury for patients and families
- Legal and ethical considerations of multidisciplinary care and rehabilitation
- Political, social, national and international influences on patient and family care

Contraception and Sexual Health in Practice

Academic level: 3 and 4

Credits: 30

- Physiology of female and male reproduction
- Contraception methods
- Teaching and facilitating clients in this area
- Drug interactions and hormonal contraception
- Sexually transmitted infections
- Advanced fertility treatments
- Sexual health screening
- Sexuality
- Introduction to psychosexual issues
- Erectile dysfunction
- Health promotion strategies including teenage pregnancy and young people's issues
- Cultural, legal, ethical and professional issues in relation to contraception and sexual health

Contraception and Sexual Health Awareness

Academic level: 3 and 4

Credits: 30

- Factors influencing the sexual health of clients, patients and their partners
- Assessment, planning, implementation and evaluation of strategies for meeting clients' sexual health needs
- Emotional, cultural and social influences on sexuality, sexual expression, sexual health and ill health
- Choices of effective contraception for males and females of various ages, in various situations
- Effects of common sexual health problems – including sexually acquired infections – on patients, clients and their partners

Coping and Wellness Planning

Academic level: 3

Credits: 15

- The role of coping within a stress-vulnerability framework
- Categorisation and function of coping responses
- Coping skills enhancement and development
- Illness management techniques
- Health promotion and wellness strategies
- Involving clients and enhancing partnership working

Counselling and Communication Skills

Academic level: 3

Credits: 30

- Definitions of counselling and distinguishing it from other helping activities
- The development of counselling and interpersonal skills within the context of the helping relationship
- The nature, value and qualities of the therapeutic relationship
- Established frameworks of communication and counselling
- The relationship between awareness of self and the capacity to help others by encouraging reflection and self-development
- Assertiveness and dealing with challenging situations within the context of helping
- Establishing support and clinical supervision to help maintain effective, quality practice

Critical and High Dependency Care of Neonates, Infants and Children 1

Academic level: 3 and 4

Credits: 30

- Social policy, national and international guidelines and the development of critical and high dependency care
- Physiology including respiratory, cardiac and renal, pharmacology
- Pathophysiology including respiratory distress, cardiac failure and congenital abnormalities, acute renal failure
- Interventions including ventilation, oxygen administration, invasive monitoring, drug therapy, ECMO, renal transplant
- Nursing management issues
- Psycho-social issues and the impact on family
- Role of the nurse and multidisciplinary teams
- Professional issues such as legal, leadership, specialist/ advanced clinical practice and practice development

Critical and High Dependency Care of Neonates, Infants and Children 2

Academic level: 3 and 4

Credits: 30

- Gastroenterology and pharmacology
- Pathophysiology including raised intra-cranial pressure, diabetes mellitus/insipidus, hormonal imbalance, jaundice, sepsis, SIRS, hepatic failure
- Interventions including ICP monitoring, hypothermia, drugs support eg. insulin, DDAVP, plasmapheresis, feeding/gut protection
- Nursing management issues
- Psycho-social issues, impact on family
- Role of the nurse and multidisciplinary team
- Professional issues such as reflective practice, ethics, leading practice development

Critical Perspectives in Palliative and End-of-Life Care

Academic level: 3 and 4

Credits: 30

- Critical perspectives on contemporary debates in end-of-life care, eg. HIV, the ageing population etc
- Concepts of clinical decision making at critical junctures and advance decision making in end-of-life care
- Personal, professional and societal attitudes to dying and death
- Ethico-legal drivers shaping end-of-life care delivery nationally and internationally
- Service user, carer and family experiences of end-of-life care

Developing Advanced Clinical Skills Through Work-Based Learning

Academic level: 4

Credits: 30

- Close collaboration with your work-based and university-based supervisors
- Examining your role and learning needs
- Direct teaching and assessment from your university supervisor
- Creating a portfolio of your clinical competencies

Enabling Environments: Practice and Application

Academic level: 3 and 4

Credits: 30

- Safe dependence vs. independence in ID
- Bonding and separation/individuation
- Naming therapeutic skills and identifying goals for personal development
- Process frameworks for reflection
- Supervision that supports personal growth
- Recognising the personal impact of care work and ways to address this
- Connecting theory, training and supervision
- Containing distress at all levels
- Systemic handover
- Discovery awareness
- Skills coaching and video-analysis

Evaluating Interventions, Services and Policy in Health and Social Care

Academic level: 4

Credits: 10

- The main approaches and methods for evaluating and auditing health and social care policy and practice
- Assessing the effectiveness of your interventions, programmes and services
- Assessing the effectiveness of the policies you plan using qualitative and quantitative methods
- Identifying and demonstrating the benefit of interventions to individual users, organisations and whole populations
- Planning, implementing and critiquing simple and complex evaluations and strategies

Empowering Midwifery Practice

Academic level: 4

Credits: 30

- Critical evaluation of physiological process of normal childbirth
- Risk assessment and impact within biomedical and midwifery models of care
- Physiological and sociological aspects of conditions and complications of pregnancy and childbirth
- Empowerment of women to make informed choices and control childbearing
- Challenging inappropriate medicalisation of normal childbirth
- Evidence in relation to risk assessment and the management of normal childbirth
- Challenging the risk discourse and advocacy for women
- Personal professional portfolio development
- Evaluate practice to maximise normal birth physiology
- Presentation and problem solving skills
- Developing analytical, reflective, diagnostic and evaluation skills

Evidence for Health and Social Care

Academic level: 4

Credits: 30

- Evidence that underpins professional practice in health and social care
- The ideology and impact of evidence-based practice, including barriers to using evidence in practice
- Principles of critical and systematic literature review
- Issues applying clinical guidelines and protocols
- Techniques for auditing/evaluating services and policies
- Generating evidence through empirical research
- Qualitative and quantitative research paradigms and methods

Evidence-Based Practice

Academic level: 3

Credits: 30

- Assessing the suitability of evidence in practice
- Assessing the strengths and limitations of qualitative, quantitative and audit evidence
- Ethical issues relating to research and audit studies
- Using IT to search for evidence and critically evaluate sources
- Critical thinking and problem-solving strategies
- Compile a report of evidence and making recommendations for practice changes

Foundations in Cancer Care

Academic level: 3 and 4

Credits: 30

- Cancer cell biology
- Cancer epidemiology
- Beliefs and attitudes to health and cancer
- Health promotion theory
- The role of the healthcare professional
- Principles of screening, diagnostic techniques and procedures
- Ethical and moral aspects of health promotion, screening and access to treatment
- Psychosocial, economic and spiritual impact of diagnosis
- Recurrence and prognosis on an individual and others
- Altered body image and the impact on sexuality and fertility
- Children and adolescence
- Challenges when an individual with additional health and social difficulties is diagnosed with cancer
- Living with a cancer diagnosis

Infant Feeding and Nutrition

Academic level: 4

Credits: 30

- Developing the knowledge and skills in supporting families with infant feeding
- The social history of infant feeding
- The impact of politics and policies from national and global perspectives
- The public health role of professionals in relation to infant feeding
- Discussion of ethical dimensions

Haematology and Haemopoietic Stem Cell Transplant

Academic level: 3 and 4

Credits: 30

- Aetiology, epidemiology and pathology of haematology malignancies and non-malignant haematological conditions, their therapeutic treatments and complications
- Holistic management of haemato-oncology patients pre- and post-haemopoietic transplantation
- Psychosocial support of patients and their carers throughout illness and treatment
- Ethical implications of treating and caring for individuals with haematological conditions
- Regulation and clinical guidelines of haemopoietic transplant
- Research and development of haemalogical treatments and care
- The role of the multi-professional team and its contribution to the holistic management of patients and carers

High Dependency Care of the Child Bearing Woman

Academic level: 3 and 4

Credits: 30

- Develop the knowledge and skills in relation to caring for women requiring high dependency care in childbearing
- Analysing physiological, psychological, cultural and epidemiological aspects underpinning care
- Analysing medical, surgical, obstetric and gynaecological complications of childbirth which result in high dependency situations
- Enabling midwives to evaluate their practice in high dependency situations
- Use of reflection and advanced levels of problem solving

History Taking, Physical Examination and Clinical Decision Making 1

Academic level: 4

Credits: 30

- Normal anatomy and physiology of the cardiovascular, respiratory, gastrointestinal, renal and endocrine systems
- Common diseases and their clinical presentations
- Taking and presenting a systematic clinical history
- Conducting a comprehensive physical examination and presenting the findings
- Abnormal clinical signs following a comprehensive assessment

History Taking, Physical Examination and Clinical Decision Making 2

Academic level: 4

Credits: 30

- Normal anatomy and physiology of the musculoskeletal and nervous systems
- Common diseases and their clinical presentations
- Taking and presenting a systematic clinical history
- Conducting a comprehensive physical examination and presenting the findings
- Abnormal clinical signs following a comprehensive assessment

HIV and Blood-Borne Infections

Academic level: 3 and 4

Credits: 30

- Provision and delivery of negotiated non-judgemental client-focused care
- Effect of HIV and other blood-borne infections on the human immune system
- Implications for treatment and care
- Exploration of the beliefs, lifestyle and sexual expression of clients
- Issues of universal precautions, confidentiality and disclosure
- Health education, prevention and promotion
- Issues relating to the physical, social and emotional needs of individuals infected and affected by infections

Innovations in Neurological Rehabilitation

Academic level: 4

Credits: 30

- Balance and posture adjustments in neurological conditions
- Upper limb rehabilitation: analysis and training to coordinate reach and grasp
- Ascending and descending stairs: analysis and training of kinematic and kinetic deviations
- Cerebral palsy
- Applying innovative neurological rehabilitation technologies
- Exploring current research findings

Intellectual Disabilities and Mental Health

Academic level: 3

Credits: 15

- A critical and contemporary introduction to the specialist mental health needs of people with an intellectual disability
- Models of mental health (eg. medical, social, bio-psychosocial)
- Vulnerability and protective factors
- Engagement and assessment issues
- Mental health formulation skills
- Therapeutic interventions (eg. psychosocial, pharmacological, environmental)
- Recovery values and principles
- Legal and ethical issues (eg. capacity, risk)

Introduction to Mindfulness-Based Therapeutic Approaches

Academic level: 3

Credits: 30

- The philosophical roots of mindfulness-based approaches
- Importance of personal engagement with mindfulness
- Current evidence base supporting mindfulness-based approaches
- The usefulness and suitability of mindfulness-based approaches
- Mindfulness-based stress reduction (MBSR)
- Mindfulness-based cognitive therapy (MBCT)
- Acceptance and commitment therapy (ACT)
- Ethical considerations of using mindfulness-based approaches
- Use of measures within mindfulness-based approaches
- Personal practice of mindfulness

Leadership in Health and Social Care

Academic level: 4

Credits: 30

- Leadership concepts from the perspectives of the individual, the employing organisation and the professions on a national/international level
- Entrepreneurial leadership
- Innovation/service improvement
- Leadership and management of change
- Communication for effective leadership in the workplace
- Strategic planning and policy making

Leading Innovative Practice

Academic level: 4

Credits: 30

- The application of leadership principles to clinical settings
- Project management approaches and links to leadership theory
- The student's own style of leadership
- The reality of project leadership, influencing factors
- The personal and professional learning that emerges from dealing with implementing new ideas
- Project evaluation
- Reflections on leadership development

Long-Term Conditions Management

Academic level: 3 and 4

Credits: 30

- The international profile of long-term conditions
- Key concerns, principles and priorities that shape care provision
- Access and referral arrangements and different forms of assessment
- Enhanced consultation skills for managing long-term conditions
- Physical and psychological impact of living with a long-term condition
- User/carer and family experience of long-term illness
- A range of settings and models of care management
- Self-care and partnership working
- Inter-professional care planning and innovative ways of working
- How services could be improved in relation to a specific area of care

Mentor Preparation for Healthcare Professionals

Academic level: 4

Credits: 30

- This module enables nurses and midwives to meet NMC requirements to become active mentors/sign-off mentors
- Other healthcare professionals can use accreditation towards becoming mentors for their disciplines
- Enables participants to facilitate practice based learning for healthcare students
- Evaluates educational theory underpinning teaching, learning and assessment
- Explores the support available for practice based mentors and their students

Mixed Methods Research

Academic level: 4

Credits: 10

- Develop an understanding of the philosophical foundations of mixed methods research
- Develop an understanding of the practical issues arising from adopting mixed methods research

Motivational Interviewing

Academic level: 3

Credits: 30

- Evidence base of motivational interviewing
- Principles of motivational interviewing
- Reflection and critical appraisal of the student's personal style of communication
- Motivational techniques
- Context-bound skills/practice development
- Reflective practice
- Models of clinical supervision to support motivational interviewing practice

Movement Science-Based Approach to Stroke

Academic level: 4

Credits: 30

- The application of a movement science-based approach to the analysis and training of patients' motor performance
- The normal and abnormal biomechanics and motor control of walking, standing from a seated position, reaching and making postural adjustments
- Appropriate training strategies and techniques for acquiring motor skills
- Causes of decreased force production and changes in muscle tone
- Strategies for preventing secondary musculoskeletal changes
- Applying these concepts directly to patients

Older Adults with Mental Health Needs/
Dementia: A Positive Approach to Care

Academic level: 3

Credits: 30

- Bio-psychosocial models and concepts
- Policy drivers that support person-centred approaches
- Assessment and case management
- Translating person-centred values and principles into practice
- Working with carers and families
- Risk enablement
- Applying communication skills
- Working age dementia
- Learning disabilities and dementia
- Life story work and cognitive stimulation therapy
- Pharmacology and older people
- Legal and ethical issues, including capacity and consent

Palliative and End-of-Life Care Management

Academic level: 3 and 4

Credits: 30

- The nature and epidemiology of symptoms associated with advancing disease at life's end
- Bio-psychosocial factors influencing the experience and palliation of complex symptoms, taking a national and international perspective
- Applying ethical-legal principles to a range of challenging care situations at life's end
- A best-practice, holistic approach to symptom assessment and management across a range of disease trajectories, cultures and symptoms in the last days of life
- Service user, carer and family experiences of end-of-life care
- Developing service delivery leadership in a range of end-of-life care settings

Perioperative Practice Principles

Academic level: 3

Credits: 30

- Core and relevant perioperative, professional and environmental aspects
- Background to anaesthetics and post anaesthetic practice
- Review relevant perioperative anatomy, pharmacology and physiology
- Overview of surgical/invasive procedures, ranging from minor, intermediate, major through to complex
- Instruments/equipment
- Review and critical appraisal of scrub and clinical skills
- Background to post anaesthetic practice, including management of airway, oxygen therapy, patient monitoring; pain/multimodal pain control and relevant practices
- Psychological, social and cultural factors affecting patients on a surgical/invasive procedure pathway

Pharmacology and Therapeutics

Academic level: 4

Credits: 15

- Clinical pharmacology, including the effects of comorbidity
- Practical and applied therapeutics
- The use of evidence-based medicine
- Numeracy

Physiology and Pharmacology Applied to Healthcare

Academic level: 3 and 4

Credits: 30

- Concepts of homeostatic and holistic physiology as the basis of healthcare
- Body systems, anatomy and physiology
- The pharmacological basis of drug actions
- Modes of actions of various classes of drugs
- Physiological and pharmacological client needs
- Learning resources to communicate the bioscientific principles underpinning care to named stakeholder groups
- Barriers to or drivers for the application of biosciences within healthcare
- Cultural factors that influence the application of bioscientific aspects of care

Practice Teacher in Health and Social Care

Academic level: 3 and 4

Credits: 30

- Professional body standards relating to practice learning
- The role of the practice teacher in educating and assessing health and social care students in evidence-based practice
- Integrating the theoretical components of teaching, learning and assessment into a practice-based portfolio of evidence

Prescribing in Practice

Academic level: 3 and 4

Credits: 10

- Consultation, decision making, therapy and patient referral
- Prescribing in a team context
- Medically supervised practice

Principles and Process of Comprehensive Systematic Review

Academic level: 4

Credits: 10

- Understanding the process of conducting a comprehensive systematic review of evidence in order to inform healthcare practice
- Framing an appropriate review question and developing a relevant review protocol
- Developing a search strategy
- Critically exploring the processes of assessing methodological quality, data extraction and data synthesis for a range of health research
- Understanding meta-analysis and meta-synthesis

Psychological and Social Interventions

Academic level: 3

Credits: 15

- Substance misuse
- Medication (use, abuse and non-use)
- Personal recovery planning
- Relapse prevention
- Psychological therapy techniques, including Socratic questioning, guided discovery etc
- Social inclusion strategies and interventions to improve quality of life and mental health wellbeing
- Case management and multidisciplinary working

Psychological Therapies for Psychosis

Academic level: 4

Credits: 30

- Analysing voices, paranoia and alternative beliefs
- Developing a construct for interventions
- Learning how to deal with voices, paranoia and other beliefs
- Short and long term strategies
- Voice profiling and dialogue
- Using the service user's theory

Psychosocial Assessment and Formulation

Academic level: 3

Credits: 30

- Contemporary views and theory related to a bio-psychosocial understanding of psychosis and its assessment
- Stress vulnerability models, history and context
- Bio-psychosocial understanding of psychosis and individual experiences
- Engagement and interpersonal skills
- Systematic assessment and the application of structured instruments
- Formulation as a formal stage in the treatment planning cycle
- Partnership working as part of an assessment and formulation

Recovery and Psychosis

Academic level: 4

Credits: 30

- A historical overview of recovery from psychosis
- A critical review of the concept of schizophrenia
- Past and present mental health treatments for psychosis
- Policy drivers supporting recovery and socially inclusive practice
- Development of user movements within mental health
- Cultural and socio-political factors that promote or inhibit recovery and social inclusion
- Recovery-orientated principles and practice initiatives
- Boosters and barriers that support or hinder recovery and social inclusion
- The significance of recovery-orientated language, terminology and attitudes
- Promoting hope, optimism and empowerment
- Therapeutic engagement strategies and working with complex issues

Recovery Values and Principles

Academic level: 3

Credits: 30

- The concept of recovery, first-person accounts and recovery models
- Policy drivers that support recovery approaches
- Cultural and socio-political factors that promote or inhibit recovery
- Language, terminology and attitudes
- Promoting hope and optimism
- Case management models
- Social inclusion
- Translating recovery values and principles into practice

Research and Ethical Issues in Maternity Care

Academic level: 3

Credits: 30

- Developing your knowledge, understanding and application of research methodologies
- Identifying and critically analysing concepts central to systematic enquiry
- Appraising contemporary ethical issues in relation to research in maternity care
- Utilise information technology in the scrutiny of evidence and analysis of data

Teaching and Learning in Health and Social Care

Academic level: 4

Credits: 30

- Consolidates and extends your knowledge of the theories and principles underpinning teaching, learning and assessment
- Political and professional factors that influence the role of health and social care teachers
- Tensions between theory and practice, in the context of contemporary policy issues and research

The Political, Social and Health Context of Addictive Behaviours

Academic level: 3

Credits: 30

- Contemporary views and theories
- Epidemiological issues
- Socio-political and economic factors
- Health and social factors
- Mental health associated issues
- Gender and diversity
- Comorbidity in high-risk groups
- Trauma and post-traumatic stress
- Crime and offending
- Models of health promotion
- Models of service delivery
- Treatment approaches
- Physical health complications

Theory and Practice of Advanced Nursing

Academic level: 4

Credits: 30

- The historical and contemporary context for advanced nursing
- The application of personal and professional frameworks for advancing nursing
- Theoretical and practical concepts central to advanced nursing within national and international contexts

Work-Based Learning Project

Academic level: 3 and 4

Credits: 30

- Small service improvement change in your clinical setting
- Rationale for a change
- Clinical and theoretical evidence to support a change
- Project planning and management principles
- Practice activities that facilitate change
- Ethical, legal and professional implications of any change
- Stakeholder involvement and support
- Service and project evaluation
- Critical reflection of work-based learning

Work-Based Project in Professional Practice 1 (Physiotherapy)

Academic level: 4

Credits: 10 or 20

- Negotiating and investigating a particular area of interest
- Conducting a project relevant to today's professional practice
- Achieving an agreed measurable outcome, established at the start of the module

Work-Based Skills

Academic level: 3 and 4

Credits: 30

- The clinical setting and the student's occupational role within it
- Personal or team skills assessment and training needs analysis
- Professional development opportunities
- Enhancing skills for new roles and activities
- Benchmarking to occupational standards
- The legal and professional issues around role changes in the workplace
- Issues around competence achievement

Working Age Dementia: An Individual Perspective

Academic level: 3

Credits: 15

- An introduction to attitudes, perception and epidemiology of working age dementia
- Understanding working age dementia within a bio-psychosocial model
- Individual and family perspectives of living with working age dementia
- Assessment and care planning
- Pharmacological and non-pharmacological interventions
- Practical issues in the management of working age dementia
- Recovery-focused practice that optimises functional abilities, social inclusion and living well with dementia

Wound Management: Theory and Practice

Academic level: 3 and 4

Credits: 30

- Anatomy and physiology of the skin and underlying tissues
- Physiology of acute wound healing
- Factors influencing wound healing
- Skin and wound assessment
- Contemporary wound management practices
- Complexities of acute wound types
- Advanced wound care technologies
- Current concepts in tissue viability and the influence of local/national/international guidelines on clinical practice
- Evidence-based practice and clinical decision-making
- Professional and legal issues
- Psychological and social issues
- Role of the multidisciplinary team
- Advancing tissue viability practice

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Printed September 2014.

