



School of Health & Life Sciences

**Postgraduate Study Opportunities
for Professionals in Advancing Practice**



**Module Descriptions Booklet
2015-16**

Module Descriptions

The School of Health and Life Sciences offers a wide range of multi-professional modules suitable for health and social care practitioners. Students may undertake modules as part of a structured programme of study allowing students to accumulate credit towards a postgraduate certificate, postgraduate diploma or a Masters award. Alternatively, students may elect to study a single standalone module as part of their continued professional development (CPD).

The list of modules included in this booklet provides a brief outline of what students will cover in the module, how the module is delivered (including general detail of when students are required to attend if sessions are university based) and the entry requirements if the module is also offered as a CPD standalone option. Please note that all modules are subject to change.

For further information on the postgraduate programmes and modules offered within the School of Health and Life Sciences please contact studentenquiries@gcu.ac.uk. For further details on fees and funding, please visit School of Health and Life Sciences <http://www.gcu.ac.uk/study/postgraduate/feesfinance/tuitionfees/>.

To apply as a **new student** for either a postgraduate programme of study or a CPD standalone module at Glasgow Caledonian University (GCU), please apply online or download an application form from www.gcu.ac.uk/postgraduate/howtoapply or alternatively, contact our postgraduate team on +44 (0)141 331 8630 or email them at admissions@gcu.ac.uk.

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Advanced Epidemiology, Application and Evaluation in Practice (15 M Level Credits)

This module will encourage and enable students to undertake activities that will further develop and enhance their knowledge and understanding of epidemiological approaches and their application to public health practice. It particularly aims to develop a practical understanding of how the techniques used to undertake epidemiological studies can be used to gather and interpret knowledge which can support the planning and implementation of new social action initiatives and evaluate existing activities.

Mode of delivery: This module is delivered in Trimester B. Students may choose either the

- Online learning format. Students are required to engage with directed online activities and contribute to online learning activities individually and within small groups. These online sessions are facilitated by academic tutors using GCU Learn Virtual Learning Environment.
or
- Onsite delivery. Students are required to attend four 3 hour classroom sessions for Trimester B. These face to face sessions will be delivered via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health or social care area. If an applicant does not hold a degree in a health or social care area they will be expected to demonstrate that they have experience in relation to public health or its related discipline.

Advanced Leadership for Health & Social Care Practitioners (30 M Level credits)

This module will enable students from a health and social care background to develop their knowledge of advanced leadership concepts and to consider how these may be applied within a wider setting. This module aims to provide learners with opportunities to develop an advanced knowledge and understanding of contemporary leadership in the context of an evolving health, social care and educational landscape. Drawing upon learners' existing knowledge base and experience of leadership, the concepts, theories and issues introduced during this module are intended to stimulate critical thinking, creativity and debate. Students will be expected to interpret the key principles of advanced leadership at professional, organisational and strategic levels. The module will include leadership styles and roles, strategic and operational management, managing successful organisations, International project management, entrepreneurialism in a health and social care environment and ethical leadership.

Mode of delivery: This module is delivered in Trimester B. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 7 hours per week for Trimester B,
or
- Onsite delivery. Students are required to attend weekly classroom sessions (1 day per week) for Trimester B. These face to face sessions, normally timetabled on a Tuesday, take the form of keynote lectures from experts in the field and supporting tutorials.

Both modes of delivery are supplemented with additional directed study which is facilitated via GCU Learn Virtual Learning Environment.

Entry requirements: Applicants are normally registered health or social care professionals with a degree (Honours level or equivalent).

Advancing Practice 1 (30 M Level credits)

This module has been designed to allow students from a range of health and social care backgrounds to consolidate and develop their clinical expertise in relation to assessment of clients within the broad themes of either Musculoskeletal, Cardio-respiratory or Neurological rehabilitation¹. Students will be given the opportunity to enhance their 'hands-on' practical skills as well as their clinical reasoning and problem-solving skills through case scenarios and group discussions. The topics that are addressed include: clinical reasoning, reflection, international classification of function, pain pathways, pharmacology related to pain management, the use of diagnostic imaging in patient management, the properties of outcome measures and relevance to research, critical appraisal of published literature, pathology and blood chemistry and the holistic approach to patient assessment.

Mode of delivery: This module is delivered in Trimester A. Students are required to attend weekly classroom sessions for four hours per week. These sessions are normally delivered as keynote lectures or workshops to all students on the module. Self-directed learning and peer support are key to students' development during the module.

Entry requirements: Applicants are normally registered allied health professionals with a degree (Honours level or equivalent) or with an unclassified degrees /professional diploma with more than two years' experience.

Advancing Practice 2 (30 M Level credits)

This module has been designed to develop on the knowledge and understanding gained by students in Advancing Practice 1. The aim in this module is to enable students from a range of health and social care backgrounds to consolidate and develop their clinical expertise in relation to treatment and management of clients within the broad themes of either Musculoskeletal, Cardio-respiratory or Neurological rehabilitation². Students will be given the opportunity to enhance their 'hands-on' practical skills as well as their clinical reasoning and problem-solving skills through case scenarios and group discussions. The topics that are addressed include: therapeutic drivers and motor learning for rehabilitation, assessment of the nervous system, biomechanics of strength and flexibility, causes of impaired function, psychosocial determinants of compliance to exercise Personal Development planning and continuing professional development,

Mode of delivery: This module is delivered in Trimester B. Students are required to attend weekly classroom sessions for three hours per week. These sessions are normally delivered as keynote lectures/workshops to all students on the module with follow-up tutorials, practical classes or seminars for each theme. Students should be prepared for a high level of independent study during this module.

Entry requirements: Applicants should normally have successfully completed the 'Advancing Practice 1' module as a pre-requisite to entry. On that basis, applicants are normally registered allied health professionals with a degree (Honours level or equivalent) or with an unclassified degrees /professional diploma with more than two years' experience.

Advancing Practices in Imaging 1 (30 M Level credits)

This module allows students the opportunity to study from a range of areas of their professional practice, with a particular focus on the use of imaging in patient care pathways. It aims to promote a forward-thinking & strategic approach in considering the development of practice in order to address development needs of the service, and influence the implementation of effective practice with patients, service users and carers. Students will be guided to adopt a critical and analytical approach to reflect on the knowledge and skills acquired in previous learning experiences within the practice based and / or academic setting to facilitate the process

¹ The delivery of all thematic groups is dependent on student uptake and numbers.

² The delivery of all thematic groups is dependent on student uptake and numbers.

of continuing professional development. The module content will focus on developing three key skills i.e. critical thinking, objectively assessing and evaluating advances in practice; clinical reasoning, in guiding decisions on advances in practice; reflection, analysing and evaluating practices.

Mode of delivery: This module is delivered in Trimester A. Students are required to attend weekly classroom sessions, normally for four hours per week. These sessions are normally delivered as keynote lectures/workshops with follow-up tutorials, practical classes or seminars. In addition to this attendance there is an expectation that 10 hours of study is undertaken each week to complete the self-study tasks, directed reading and preparatory work for each session. All sessions are supported by GCU Learn Virtual Learning Environment.

Advancing Practices in Imaging 2 (30 M Level credits)

This module will offer the opportunity for learning from work based practices, to aid the student in connecting with and further enhancing their learning from Advancing Practices in Imaging 1. The student will be expected to demonstrate the critical reflection of knowledge, experience and advanced clinical skills to novel & challenging situations. Students will be guided to further develop a critical and analytical approach to reflect on the knowledge and skills acquired in previous learning experiences within the practice based and / or academic setting to facilitate the process of continuing professional development. The module content will focus on developing three key skills i.e. critical thinking, analysing and evaluating service delivery, leadership roles and team working in imaging practice; critical reflection, for personal & professional development; effective communication, to enable discussion and dissemination inside & outside the work place.

Mode of delivery: This module is delivered in Trimester B. Students are required to attend weekly classroom sessions, normally for four hours per week. These sessions are normally delivered as keynote lectures/workshops with follow-up tutorials, practical classes or seminars. Observational visits to relevant areas of practice may also be incorporated into this time. In addition to attendance there is an expectation that 10 hours of study is undertaken each week to complete the self-study tasks, directed reading and preparatory work for each session. All sessions are supported by GCU Learn Virtual Learning Environment.

Anatomy for Podiatrists (15 M Level Credits)

This module aims to enhance the qualified practitioner's anatomical knowledge of the lower limb. It compares the normal with the variations seen in normality and correlates structure with function. This module utilises practical cadaver dissection sessions to allow the student to learn lower limb anatomy in an exclusive learning environment. This module will allow the student to be able to critically appraise the literature relating anatomy to lower limb surgery. The content of the module includes:

- Anatomy of the lower limb including:
 - Vascular supply
 - Nerve supply
 - Musculoskeletal
- Anatomy, related to surgical practice of;
 - The foot and related structures
 - Site and choice of incision in relation to access, skin creases, blood and nerve supply
- Anatomical variations found in the lower limb
- Cadaver dissection skills

Mode of delivery: This module is delivered as a blended learning approach with a one week block of attendance in the September for practical sessions and keynote lectures. The rest of the module will be delivered with on-line resources such as tutorials, discussion boards and self-directed learning. This is a Trimester A module only.

Entry requirements: Applicants are normally registered chiropractors or podiatrists with a degree (Honours level or equivalent). Applicants that are not chiropractors or podiatrists but who are health care professionals with a degree (Honours level or equivalent) will be considered on demonstration of an interest in the subject area.

Applied Pathophysiology for Advancing Professional Practice (15 M Level Credits)

This module will extend the underpinning pathophysiological knowledge required by individuals wishing to advance their practice. It adopts a systems approach utilising: General physiological principles; the physiology and pathophysiology of selected body systems including those of direct relevance to the student's sphere of practice. Current approaches to treatment of important pathophysiological conditions, e.g. cardiac failure, diabetes. Discussion of treatment options including those currently under development

Mode of delivery: This module is delivered in Trimester A. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week,
or
- Onsite delivery. International students are required to attend weekly classroom sessions (3 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent).

Challenges in Contemporary Global Health Care (15 M Level Credits)

The aim of the module is to develop students' knowledge and understanding of the concept of global health. Knowledge will be synthesised from a range of perspectives including; political, societal and cultural influences on health and health care; epidemiology and public health in the global context. Consequently, students will have the opportunity to critically evaluate national and international strategies in relation to current global health policies and frameworks.

Mode of delivery: This module is delivered in Trimester B. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week,
or
- Onsite delivery. International students are required to attend weekly classroom sessions (3 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent).

Chronic Heart Failure: Optimising Health and Wellbeing (30 M Level Credits)

The focus of this module is on promoting heart failure care management that is proactive and organised around the concepts of needs assessment, planning and prevention. Practitioners, with clients and their significant others, will be seen as genuine partners seeking together the best outcome for each individual's care needs through active self-management.

Mode of delivery: Students are required to attend for four days of classroom sessions in Trimester B. A range of teaching and learning strategies e.g. tutorials, lectures, seminars and online activities are used to promote creative, interprofessional and self-directed learning opportunities within the classroom and the GCU Learn virtual learning environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health care profession. They will be expected to demonstrate that they are care managing and/or have a special interest in persons living with chronic heart failure.

Defined Area of Ultrasound Practice 1 (30 M Level Credits)

This module allows student study and evidence competency in a defined area of ultrasound practice. The content of the module will be determined by the students' area of clinical ultrasound practice. Teaching and learning sessions within the academic setting will provide theoretical underpinning however learning will be predominantly work based (in the workplace setting) which will require students to be largely self-directed and able to identify their own support needs. Under supervision of a suitable named clinical mentor, students will be required to complete a minimum 200 hours of clinical practice (with the exception of General Medical and Obstetric ultrasound areas which require 500 hours of clinical practice) relevant to the defined area of Ultrasound practice. Taken in conjunction with the Principles of Practice in Medical Ultrasound module, this module equips the student with clinical competency in their defined area of ultrasound practice. Students wishing to undertake this module are normally required to be undertaking, or have completed, the Principles of Practice in Medical Ultrasound module, or equivalent.

Mode of Delivery: This module is delivered in Trimesters A & B, with the practice placement continuing into Trimester C, or B & C with practice placement continuing into Trimester A. Students are required to attend classroom sessions timetabled throughout Trimesters A & B or B & C to a maximum 6 days. These sessions are normally delivered as keynote lectures/workshops with follow-up tutorials, practical classes or seminars. In addition to this attendance there is an expectation that 10 hours of study is undertaken each week to complete the self-study tasks, directed reading and preparatory work for each session. All sessions are supported by GCU Learn Virtual Learning Environment. Students are required to undertake continued scanning sessions throughout the entirety of the module (Ranging from 200-500 hours dependent upon area of practice).

Entry requirements: Applicants are normally registered health care professionals with a degree (Honours level or equivalent) or unclassified degree /professional diploma with more than two years' professional experience. Applicants with previous Ultrasound credits to include Principles of Practice in Medical Ultrasound (or equivalent) will be considered for CPD/standalone module. The practice education element of the module requires the student to have regular access to an ultrasound placement, with the support of an appropriate mentor (this is not provided by GCU).

Defined Area of Ultrasound Practice 2 (30 M Level Credits)

This module allows student study and evidence competency in a further defined area of ultrasound practice. The content of the module will be determined by the students' area of clinical ultrasound practice. Teaching and learning sessions within the academic setting will provide theoretical underpinning however learning will be predominantly work based (in the workplace setting) which will require students to be largely self-directed and able to identify their own support needs. Under supervision of a suitable named clinical mentor, students will be required to complete a minimum 200 hours of clinical practice (with the exception of General

Medical and Obstetric ultrasound areas which require 500 hours of clinical practice) relevant to the defined area of Ultrasound practice Taken in conjunction with the Principles of Practice in Medical Ultrasound module, this module equips the student with clinical competency in their defined area of ultrasound practice. Students wishing to undertake this module are normally required to have completed, the Principles of Practice in Medical Ultrasound module, or equivalent and Defined Area of Ultrasound practice 1 module.

Mode of Delivery: This module is delivered in Trimesters A & B, with the practice placement continuing into Trimester C or B & C with practice placement continuing into Trimester A. Students are required to attend classroom sessions timetabled throughout Trimesters A & B or B & C to a maximum of 6 days. These sessions are normally delivered as keynote lectures/workshops with follow-up tutorials, practical classes or seminars. In addition to this attendance there is an expectation that 10 hours of study is undertaken each week to complete the self-study tasks, directed reading and preparatory work for each session. All sessions are supported by GCU Learn Virtual Learning Environment. Students are required to undertake continued scanning sessions throughout the entirety of the module (Ranging from 200-500 hours dependent upon area of practice).

Entry requirements: Applicants are normally registered health care professionals with a degree (Honours level or equivalent) or unclassified degree /professional diploma with more than two years' professional experience. Applicants with previous Ultrasound credits to include Principles of Practice in Medical Ultrasound (or equivalent) and Defined Area of Ultrasound Practice 1 will be considered for CPD/standalone module. The practice education element of the module requires the student to have regular access to an ultrasound placement, with the support of an appropriate mentor (this is not provided by GCU).

Diagnostic Imaging (Interpretive) (15 M Level Credits)

This module is suitable for podiatrists or healthcare practitioners with an interest in the lower limb. This module aims to enable the post graduate student to evaluate and interpret diagnostic images in the assessment of musculoskeletal pathology in the lower limb with particular reference to surgical practice to facilitate surgical planning. The focus of the module is the use and interpretation of radiographs of the foot and ankle. The module will also build an understanding of additional imaging studies related to the field of podiatric surgery which will include Fluoroscopy, MRI, CT, Nuclear Medicine and other specialist imaging techniques. The content of this module includes: Appraisal and interpretation of diagnostic images generated by x-ray, CT, MRI, ultra-sonography and nuclear medicine for the evaluation of osseous structures; articular structures; pathological processes to include radiological charting, classification systems in radiology with emphasis on foot and ankle, bone development, arthropathy, musculoskeletal and structural abnormality, trauma, infection, neoplasia, metabolic and non-metabolic disease including the diabetic foot.

Mode of delivery: This module is delivered on-line in Trimester B. Online learning format is facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week.

Entry requirements: Applicants are normally registered chiropodists or podiatrists with a degree (Honours level or equivalent). Applicants that are not chiropodists or podiatrists but who are health care professionals with a degree (Honours level or equivalent) will be considered on demonstration of an interest in the subject area.

Digital Health in Context (30M Level Credits)

This module aims to provide the learner with opportunities to identify and explore issues such as mHealth, telemedicine/telehealth, health informatics, gaming for health, Web 2.0 for health. It also offers the opportunity to explore the potential that digital health has for collaboration (patient, health/social care provider, health/social care professionals and developers), to personalise care and to optimise the cost-effectiveness of health and social care provision.

These themes will be critically examined within the context of current and future health and social care delivery with particular focus on the challenges and potentials they may raise.

Mode of delivery: This module is delivered in Trimester A. A flexible online learning format is used, facilitated by academic tutors using GCU Learn Virtual Learning Environment. Students are required to engage with directed online activities and contribute to discussions individually and within small groups. This engagement is equivalent to 10 hours per week.

Entry requirements: Applicants are normally registered health or social care professionals with a degree (Honours level or equivalent). If an applicant does not hold a first degree in a health and social care area they will be expected to demonstrate that they have experience in relation to digital health.

Digital Health in Practice (30 M Level Credits)

This module is designed to allow students to build on prior knowledge and understanding of digital health from the 'Digital Health in Context' module. It provides opportunities to critically examine key factors in the planning, implementation and evaluation of digital health solutions within health and social care settings. It adopts an inter-professional, collaborative approach in order to prepare students to contribute to local, national and international strategies and policies. Students will identify and explore initiatives within their area of practice and critically appraise the planning, implementation and evaluation of these initiatives and/or outcomes.

Mode of delivery: This module is delivered in Trimester B. A flexible online learning format is used, facilitated by academic tutors using GCU Learn Virtual Learning Environment. Students are required to engage with directed online activities and contribute to discussions individually and within small groups. This engagement is equivalent to 10 hours per week.

Entry requirements: Applicants should normally have successfully completed the "Digital Health in Context" module as a pre-requisite to entry. On that basis, applicants are normally registered health or social care professionals with a degree (Honours level or equivalent). If an applicant does not hold a first degree in a health and social care area they will be expected to demonstrate that they have experience in relation to digital health.

Digital Research Methods and Methodology (30M Level Credits)

This module is designed to explore the opportunities and challenges for research and evaluation in using digital methods and technologies to inform practice and improve health and social care delivery. It will study the complexities of data gathering in terms of policies and professional conduct in relation to; ethics, consent, privacy and data protection. The module will explore a range of qualitative, quantitative and mixed methodologies to underpin digital methods and methodologies for investigation. It will consider innovative approaches to; data collection, analysis, dissemination and impact using collaborative and digital technologies.

Mode of delivery: This module is delivered in Trimesters B. A flexible online learning format is used, facilitated by academic tutors using GCU Learn Virtual Learning Environment. Students are required to engage with directed online activities and contribute to discussions individually and within small groups. This engagement is equivalent to 10 hours per week.

Entry requirements: Applicants should normally have successfully completed the "Evaluating Evidence to Develop Research and Practice" module as a pre-requisite to entry. On that basis, applicants are normally registered health or social care professionals with a degree (Honours level or equivalent). If an applicant does not hold a first degree in a health and social care area they will be expected to demonstrate that they have experience in relation to digital health.

Education Practice for Health and Social Care Education (30 M Level Credits)

This practice based module provides the opportunity for experienced health and social care professionals to integrate educational theory into practice in academic and practice settings and to demonstrate their prime educator role. The module content is based on the UK Professional Standards Framework (UKPSF) from the Higher Education Academy (HEA) and Nursing and

Midwifery Council (NMC) and Scottish Social Services Council (SSSC) shared Framework Standards. This module is the second of two modules that contribute to the PgC Education in Health and Social Care for those health and social care practitioners working in both clinical and academic settings who wish recognition as a teacher with HEA Fellow status. The module will explore self-assessment moving onto curriculum design, quality assurance and enhancement and evaluation.

Mode of delivery: The module requires 10 hours of attendance across Trimester A and Trimester B with additional support provided via GCU Learn Virtual Learning Environment. Those students wishing Fellow status with the HEA are required to undertake 260 hours of programme based teaching practice. Those seeking both HEA and NMC accreditation are required to undertake 360 hours of programme based teaching practice. All teaching practice must be supported by a designated facilitator.

Entry requirements: Applicants would normally have successfully completed the 'Leading in Education: Teaching, Learning and Assessment in Academic and Practice Settings' module prior to undertaking this module. On that basis, it is expected that applicants will be health or social care professionals and will normally have a degree (Honours level or equivalent) with a minimum of three years post qualifying experience associated with education and practice in their professional field.

Enabling and Applying Supported Self-management in Practice (15 M Level Credits)

This theory-and applied, critical skills-based module aims to provide practitioners with advanced knowledge and skill development in enabling and supporting self-management in practice. The module specifically aims to help practitioners to understand and reinforce the values and principles associated with supporting person-centred self-management in their practice setting. The module will focus on theories and contemporary models of self-management support, person-centred care delivery, enabling and supporting change from a multidisciplinary, whole systems perspective. Practitioners will have the opportunity to develop a critical awareness and analysis of contemporary approaches and interventions to supporting self-management, to challenge values, practices and assumptions around supporting self-management in practice, and further develop and practice skills in the assessment, planning and implementation of self-management support strategies and approaches, using scenario and role-play based learning. Practitioners will be expected to contextualise their learning within current local and national health and social care policies, priorities and frameworks relevant to their own practice setting

Mode of delivery: This module is delivered in Trimester B. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week,
or

Onsite delivery. International students are required to attend weekly classroom sessions (3 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent). They will be expected to demonstrate that they are care managing and/or have a special interest in persons living with a long term condition.

End of Life Care (30 M Level Credits)

This module aims, through analysis, synthesis and evaluation of core theories surrounding the process of dying and end of life phenomena, to take participants on the journey of a person approaching end of life. The emphasis will centre on the psychosocial impact surrounding diagnosis of life limiting illness, the importance of disappointment and the role of the caregiver from a personal and professional perspective. The value of carer assessment associated with the development of creative support strategies will be explored and analysed. The main concepts underpinning this module relate to holistic assessment, theory and skill underpinning the facilitation of end of life conversations, anticipatory care planning, the creation of end of life care plans, hope and suffering and the delivery of person centred care reflective of the unique self. This module will also unravel the intertwined sensitivities of spiritual assessment, cultural competence, existentialism and emotional resilience. End of life care guidelines and practices will be analysed as will the human and societal mechanisms supporting the person through loss and grief preventing the risks associated with bereavement. The historical and current political context of palliative and end of life care from a national perspective will be interwoven throughout this module, as will political activity and debate surrounding the challenge of end of life choices.

Module of delivery: This module will be delivered in Trimesters A & B using a fully online format. This will allow for flexibility in learning and different learning styles. Innovative use of new media will enhance this delivery and there will be regular contact with the module team using online technology.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health or social care profession, however applicants with a degree will be considered for CPD/standalone module. It is expected that applicants will be able to demonstrate on application that they are involved in the day to day management of patients and families living with advanced life limiting illness.

Exploration of Midwifery Practice (30 M Level Credits)

The module enables the student to undertake an exploration of a self-selected aspect of their own individual practice. As the content is student driven, this will vary with their own area of interest and learning needs. The module will encourage the development of transferable skills relating to the access of databases in healthcare, reviewing literature, retrieving information, report writing, identifying and utilising methods of investigation and the ability to take explicit responsibility for learning and transferability of ideas across disciplines. The outcome of learning can take the form of a critical analysis of the selected aspect of practice, a critical reflective essay of the selected aspect of practice, or a critical analysis of an aspect of curriculum development.

Mode of delivery: This module can be undertaken in either Trimesters A or B. As this is a student directed, independent learning module there is no formal classroom attendance or online engagement required. All students are allocated an academic supervisor who will introduce the module and facilitate learning. Methods of facilitation and academic support will be negotiated between the student and the tutor as part of the learning contract.

Entry requirements: Applicants should normally be a registered midwife who has successfully completed a degree (Honours level or equivalent).

Evaluating Evidence to Develop Research and Practice (30 M Level Credits)

This module is designed to enable students to enhance their existing knowledge and understanding of the research principles that underpin clinical practice. There will be an emphasis on the evaluation of literature, research design and interpretation of data that relates to the student's field of health and social care practice. The module will provide opportunities to further knowledge on appraising evidence from published literature, qualitative and quantitative research methodologies, ethics, data collection and relevant analysis. A key learning objective is for students to be able to discriminate between different research methodologies suitable to answer specific pertinent practice-based questions.

Mode of delivery: This module is delivered in Trimester A. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 7 hours per week for Trimester A, or
- Classroom (face to face) delivery. Students are required to attend weekly classroom sessions (1 day per week) for Trimester A.

Both modes of delivery are supplemented with additional required reading/study which is facilitated via GCU Learn Virtual Learning Environment.

Entry requirements: Applicants are normally registered health or social care professionals with a degree (Honours level or equivalent).

Evaluating Professional Perspectives and Clinical Decision Making for Advanced Practice (30 M Level Credits)

The context of advanced level practice is synonymous with ability to make clinically sound and autonomous decisions. Consequently, this theory based module aims to promote the development of the safe and effective practitioner. This will be achieved by exploring and evaluating professional perspectives and clinical decision-making and thereby demonstrate critical thinking and problem solving skills. Students will therefore explore a range of relevant topics associated with the nature of advanced level practice, such as professional development, clinical decision-making theories, leadership, judgement and reasoning, evidence-based practice, policy drivers for advanced practice and the legal and ethical imperatives.

Mode of delivery: This module is delivered in Trimester A. Students are required to attend weekly classroom sessions (6 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants are normally registered health or social care professionals with a degree (Honours level or equivalent).

Family Issues in Perinatal Mental Health for Health and Social Care Practitioners (30 M Level Credits)

The module is designed to give the student knowledge of the parent infant relationship and normal child development, child protection and the effect perinatal mental illness has on these processes. This module is also designed to give the practitioner an advanced understanding of the evidence based assessment tools and treatment available for maintaining normal family dynamics and child development.

Mode of delivery: This module is delivered in Trimester B using a range of online teaching and learning strategies including lectures, seminar activities and group work. These strategies are supported by GCU Learn Virtual Learning Environment. Approximately 20-25 hours per week is required for reading, on-line group discussions and assessment.

Entry requirements: Applicants are normally registered health or social care professionals with a degree (Honours level or equivalent). It is preferable that applicants demonstrate experience of working with women and their families throughout the perinatal period.

General Medical Ultrasound (30 M Level Credits)

This module links theory and practice of general medical ultrasound. It explores the application of ultrasound imaging in abdominal pathologies, the male and female genitourinary system, small parts such as thyroid, breast and scrotum, trauma and screening examinations. Taken in conjunction with Principles of Practice in Medical Ultrasound, this module equips the student with clinical competency in general medical ultrasound (accredited by CASE). Students wishing to undertake this module are required to be undertaking or have completed the Principles of Practice in Medical Ultrasound module or equivalent.

Mode of delivery: This module is delivered in Trimesters A & B, with practice placement continuing into Trimester C. Students are required to attend classroom sessions every second week, normally for five hours, in Trimesters A & B. These sessions are normally delivered as keynote lectures/workshops with follow-up tutorials, practical classes or seminars. In addition to this attendance there is an expectation that 10 hours of study is undertaken each week to complete the self-study tasks, directed reading and preparatory work for each session. All sessions are supported by GCU Learn Virtual Learning Environment. Students are required to undertake continued scanning sessions throughout the entirety of the module (56 hours per month).

Entry requirements: Available to health care professionals with relevant experience and an interest in the area. Applicants are normally registered health care professionals with a degree (Honours level or equivalent) or unclassified degree /professional diploma with more than two years' professional experience. Applicants with previous Ultrasound credits to include Principles of Practice in Medical Ultrasound (or equivalent) will be considered for CPD/standalone module. The practice education element of the programme requires the student to have regular access to ultrasound placement, with the support of an appropriate mentor (this is not provided by GCU).

Health Economics and Development (15 M Level Credits)

This module is designed to provide students with the analytical tools to understand, from an economic perspective: the nature of health care systems internationally; how to assess health care reforms and specific health intervention programmes; and frameworks of health determinants. The module is divided into three main parts. Firstly, the basic economics of health care systems, addressing issues such as the degree to which health care can be provided via market mechanisms, and, if not, what this means for health care reforms globally. In doing so students are provided with the opportunity to compare health care systems and to discuss equity issues associated with different health care systems. Secondly, the evaluation of health care; what does cost-effectiveness analysis and cost-benefit analysis mean in a health context, and how is health (and other benefits) arising from specific interventions measured? Third, the economic perspective on health determinants: what are the recent trends in global health, how is health measured at the macro level and how do economic models of health determinants help shape national and international health policies?

Mode of delivery: This module is delivered in Trimester A. Students may choose either the

- Online learning format facilitated by academic tutors using GCU Learn Virtual Learning Environment. Online lectures from leading researchers are delivered both in a synchronous and asynchronous format, allowing interaction with key health economists from GCU. Students are required to engage with directed online activities and contribute to online learning activities individually and within small groups.
- or
- Onsite delivery. Students are required to attend for six 3 hour sessions in Trimester A. These face to face sessions will be delivered via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health or social care area. If an applicant does not hold a first degree in a health or social care area they will be expected to demonstrate that they have experience in relation to public health or its related discipline.

Influencing the Direction of Healthcare (15 M Level Credits)

This module is designed to encourage healthcare practitioners to develop the knowledge and skills to influence the future direction of healthcare. Three key perspectives will be considered throughout the module; policy, practice and service users. The teaching and learning activities will direct learning and facilitate independent study in relation to furthering knowledge on change implementation, political awareness, effective negotiation and effective user and workforce engagement. Students will be encouraged to foster their creativity and formulate innovative solutions to health care challenges.

Mode of delivery: This module is delivered in Trimester A. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week,
or
- Onsite delivery. International students are required to attend weekly classroom sessions (3 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent).

Leading in Education: Teaching, Learning and Assessment in Academic and Practice Settings (30 M Level Credits)

This theory based module provides opportunities for experienced qualified health and social care professionals to develop their knowledge and skills in relation to educational theory and leadership that underpins teaching, learning and assessment in academic and practice settings. The module will explore the political and professional context of education for health and social care, as well as educational theory that includes, developing sustainable learning environments, learning and motivation, educational leadership, principles of planning teaching and learning and assessment and strategies for effective feedback. Based upon a respect for learners, evidence based practice and scholarship the module prepares practitioners for an educational role.

Mode of delivery: The module is delivered over Trimesters A and B. Students may choose to study using either

- the online learning format
- the blended learning format (50% classroom attendance and 50% online learning). The blended module involves classroom attendance for six 3½ hour sessions and six online sessions.

Entry requirements: Applicants are normally registered health or social care professionals a degree (Honours level or equivalent) and a minimum of three years post qualifying experience associated with education and practice.

Master's Framework Dissertation (60 M Level Credits)

The Masters Framework Dissertation module represents the final core component of a Master of Science degree and involves completing a research project and writing a dissertation based on this project. The dissertation requires the student to work independently on a major and original research study which will enhance the student's skills of planning, evaluation and management. Students will have the opportunity to apply the principles of research to an area of interest that also contributes to the body of knowledge in their profession. Students may choose to undertake a research project using a structured review methodology or implement an empirical data collection study.

Mode of Delivery: This module is delivered as an onsite or online option. Students will be assigned an academic supervisor who will act as an advisor in the planning, implementation and write-up of the study. The mode of supervision is negotiated by the student and academic supervisor e.g. face to face, e-mail, Skype or variations of all.

Mental Health Disorders and the Law (30 M Level Credits)

The aim of this module is to explore the relationship between mental health and the legal system including civil issues and matters concerning mentally disordered offenders. It is designed to enable students to understand the approaches to, and core features of, a range of treatments and interventions in a forensic context. The topics covered include: the legal system; inquiries; psychiatric defences; medical, psychological, occupational and social interventions.

Mode of delivery: This module is delivered in Trimester A as an online learning module using GCU Learn Virtual Learning Environment and is facilitated by an online academic tutor.

Entry requirements: Applicants are normally required to have a degree (honours level or equivalent) in a relevant health and social care discipline e.g. psychology, nursing, social care, psychiatry. Applicants are expected to demonstrate that they are either currently working in a forensic mental health post or that they have access to current forensic mental health patients and their records for the duration of their studies.

Neuromusculoskeletal Management Practice Placements (30 M Level Credits)

This module is designed to be undertaken following successful completion of Neuromusculoskeletal Management 1 and 2. It allows students to apply and consolidate their knowledge, clinical reasoning and practical skills with clients in a practice setting.

Mode of Delivery: This module comprises two practice placements each of 100 hours duration (with a minimum period of three months between placements). These placements, which can be undertaken on a full or part-time basis, are arranged with the supervision of a MACP practice mentor. The timetable is flexible and is based on agreement between the student and the MACP mentor with whom the placement is being undertaken, subject to approval by the module leader.

Non-Medical Prescribing (30 M Level Credits)

The aim of this module is to enhance care by preparing Nurses, Midwives and Allied Health Professionals (Physiotherapists, Chiropodists and Podiatrists) as Independent/Supplementary Prescribers and Radiographers as Supplementary prescribers using the British National Formulary. The module incorporates both theoretical principles and a period of supervised practice to ensure prescribing competence, generally completed over a 20 week period. Further information is available from <http://www.gcu.ac.uk/study/modules/info/?Module=M3B721795> and <http://www.youtube.com/watch?v=qCKaG0T6C90>.

Mode of delivery: Students are normally required to attend six theory week units of four to five days on a fortnightly basis over 6 months with online and practice based work.

Entry requirements: Applicants should normally be qualified nurses or allied health professionals with a degree (Honours level or equivalent) and at least three years' post-registration practice

experience. Nurse practitioners are also expected to demonstrate that, for the immediate period prior to commencing the training programme, they had at least one year (or part time equivalent) experience in the clinical area in which they intend to prescribe (including contact with children). For further details on entry criteria please contact the module leader Evelyn.McElhinney@gcu.ac.uk or 0141 331 8791.

Nutrition and Public Health (15 M level credits)

The module studies the interactions between nutrition, diet and other factors in the prevention and causes of disease and ill health. Nutritional aspects of obesity, cardiovascular disease, diabetes prevention, cancer prevention, bone health, dental health, eating disorders, physical activity and sports performance are explored in depth. Mental Health, learning disabilities and global aspects of nutrition are also addressed. Students are introduced to nutritional epidemiology, study design, critical appraisal and literature review. Theories of public health, health policy, health education and health promotion are introduced. The skills required to modify dietary intake to promote optimal nutritional health are developed in a practical setting. The principles of nutritional epidemiology and links between diet and health are studied through examination of large scale epidemiological, demographic, anthropometric and nutrition survey data. Students explore how these data are used to develop and evaluate public health strategies involving health promotion and food and nutrition policy, thus promoting behavioural change. The role of non-nutritive dietary components is explored in relation to prevention of CVD and cancer.

Mode of delivery: Students are expected to attend one day per week in Trimester B.

Entry requirements: Applicants should normally have successfully completed 'Nutrition through the Lifecycle', and should be able to demonstrate knowledge and understanding of Human Physiology and/or Biochemistry at SCQF Level 9 or 10. For further details please contact module administrator Annmarie.Campbell@gcu.ac.uk or 0141 331 8814.

Nutrition Through the Lifecycle (15 M Level credits)

This module provides an introduction to nutrition at different stage of lifecycle. It identifies nutritional requirements and the science underlying changes in requirements at different stages of growth and development. It investigates factors affecting food choices and how these relate to nutrient intakes e.g. ethnicity, socio-economic and cultural factors, dietary restrictions for religious groups, vegetarian diets. The syllabus includes: Pre-conceptual nutrition, fertility, pregnancy. Lactation - nutrient requirements, factors affecting composition of breast milk. Advantages of breast feeding on health. Compositional differences of infant formula and follow on milk. Breast feeding policy and promotion. Complementary feeding - nutritional needs, physiological and psychological changes at this stage, suitable food and drink choices, and evidence base. Toddler and pre-school children and children - requirements and factors influencing food choices, different settings (school, nursery), independence in food choices, puberty, ethnicity, vegetarian. Nutrition in the curriculum. Adults - current requirements, recommendations and intakes, risk of chronic disease. Older people- nutritional requirements, factors affecting food choices and nutrient intake. Physiological, social and psychological factors influencing nutritional health. Settings for older people and nutrient intake. Vitamin and mineral supplementation through the lifecycle. Food fortification, functional foods and GM foods - as a method of improving diet - pros and cons.

Mode of delivery: Students are expected to attend a 2 hour lecture each week in addition to a half day each week for seminars/practicals during Trimester A.

Entry requirements: Applicants should normally be able to demonstrate knowledge and understanding of Human Physiology and/or Biochemistry at SCQF Level 9 or 10. They should preferably have at least a very basic knowledge of nutrients. For further details please contact module administrator Annmarie.Campbell@gcu.ac.uk or 0141 331 8814.

Obstetric Ultrasound (30 M Level Credits)

This module links theory and practice of obstetric ultrasound. The module learning explores the application of ultrasound imaging in early pregnancy assessment, 1st and 2nd trimester antenatal screening and foetal well-being. Taken in conjunction with the Principles of Practice in Medical Ultrasound module, this module equips the student with clinical competency in obstetric ultrasound. Students wishing to undertake this module are normally required to be undertaking, or have completed, the Principles of Practice in Medical Ultrasound module, or equivalent.

Mode of Delivery: This module is delivered in Trimesters A & B, with the practice placement continuing into Trimester C. Students are required to attend classroom sessions every second week in Trimesters A & B. These sessions are normally delivered as keynote lectures/workshops with follow-up tutorials, practical classes or seminars. In addition to this attendance there is an expectation that 10 hours of study is undertaken each week to complete the self-study tasks, directed reading and preparatory work for each session. All sessions are supported by GCU Learn Virtual Learning Environment. Students are required to undertake continued scanning sessions throughout the entirety of the module (56 hours per month).

Entry requirements: Applicants are normally registered health care professionals with a degree (Honours level or equivalent) or unclassified degree /professional diploma with more than two years' professional experience. Applicants with previous Ultrasound credits to include Principles of Practice in Medical Ultrasound (or equivalent) will be considered for CPD/standalone module. The practice education element of the module requires the student to have regular access to an ultrasound placement, with the support of an appropriate mentor (this is not provided by GCU).

Perinatal Mental Health for Health and Social Care Practitioners (30 M Level Credits)

The module is designed to give the student advanced knowledge and understanding of the elements that influence the mental health of women in the perinatal period and the effect of perinatal mental illness on the family. This module will give the practitioner an understanding of screening and the evidence based assessment tools and strategies for prevention and treating perinatal mental illness.

Mode of delivery: This module is delivered in Trimester A using a range of online teaching and learning strategies including lectures, seminar activities and group work. These strategies are supported by GCU Learn Virtual Learning Environment. Approximately 20-25 hours per week is required for reading, on-line group discussions and assessment.

Entry requirements: Applicants are normally registered health and social care professionals with a degree (Honours level or equivalent). It is preferable that applicants demonstrate experience of working with women and their families throughout the perinatal period.

Person Centred Digital Health (30M Level Credits)

This module is designed to provide students with the opportunity to engage with person centred care theories, concepts and methods with particular respect to digital technologies. Issues such as, digital literacy, health literacy, engagement, decision making, supported self-management, personalised medicine and their impact on health outcomes will be explored. The module will also explore the psychosocial factors that impact on compliance, access, enablement and empowerment in partnership working with users, carers and providers of healthcare. In doing so, it will consider how these can influence and impact on health care outcomes by; enhancing information, improving communication, providing opportunities for service users feedback, facilitating healthcare access, providing peer support and promoting health, fitness and wellbeing. National and global perspectives of these will also be considered.

Mode of delivery: This module is delivered in Trimesters B. A flexible online learning format is used, facilitated by academic tutors using GCU Learn Virtual Learning Environment. Students are

required to engage with directed online activities and contribute to discussions individually and within small groups. This engagement is equivalent to 10 hours per week.

Entry requirements: Applicants are normally registered health or social care professionals with a degree (Honours level or equivalent). If an applicant does not hold a first degree in a health and social care area they will be expected to demonstrate that they have experience in relation to digital health.

Principles of Diagnostic Investigations (15 M Level Credits)

This module is suitable for podiatrists or healthcare practitioners with an interest in the lower limb. This module aims to enable the postgraduate student to evaluate the application of and make informed judgements on the analysis and interpretation of a range of diagnostic investigative techniques in the management of foot and lower limb pathology with particular reference to Podiatric Surgery. The content of this module includes:

Imaging techniques and their application in clinical practice

The principles of X-ray, computed tomography, magnetic resonance imaging, ultrasound, nuclear medicine. Selection, interpretation and application of neurological and vascular assessment. Obtaining samples, storage, preparation, examination and interpretation of; Urinalysis, Haematology, Biochemistry, Immunology, Bacteriology, Mycology, Aspiration, Biopsy, Pathology.

Mode of delivery: This module is delivered on-line in Trimester B. Online learning format is facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week.

Entry requirements: Applicants are normally registered chiropodists or podiatrists with a degree (Honours level or equivalent). Applicants that are not chiropodists or podiatrists but who are health care professionals with a degree (Honours level or equivalent) will be considered on demonstration of an interest in the subject area.

Principles of Practice in Medical Ultrasound (30 M Level Credits)

This module is designed to enable the student to explore the core concepts of ultrasound science including applied technology and engage with the fundamental professional issues associated with the practice of medical ultrasound. It will seek to address the core scientific and professional concepts of current ultrasound practice to ensure safe and competent use of diagnostic ultrasound and address the challenges associated with the profession. This will equip the students with the theoretical knowledge to undertake an ultrasound investigation and operate diagnostic ultrasound equipment in an informed, appropriate and safe manner. The learning in this module integrates with that in the clinical modules in order to establish appropriate knowledge and skills to maintain the quality of and if necessary develop the diagnostic ultrasound service, ensuring protection for patients, carers and clinicians. Taken in conjunction with *General Medical Ultrasound* or *Obstetric Ultrasound* or *Work Based Advanced Skills & Practice*, this module equips the student with clinical competency in medical ultrasound (accredited by CASE).

Mode of delivery: This module is delivered in Trimester B. Students are required to attend a fortnightly classroom session, normally comprising six hours duration. These sessions are normally delivered as keynote lectures/workshops with follow-up tutorials, practical classes or seminars. In addition to this attendance there is an expectation that 10 hours of study is undertaken each week to complete the self-study tasks, directed reading and preparatory work for each session. All sessions are supported by GCU Learn Virtual Learning Environment.

Entry requirements: This module is available to health care professionals with relevant experience and an interest in the area. Applicants are normally registered health care professionals with a degree (Honours level or equivalent) or unclassified degree /professional diploma with more than two years' professional experience.

Progressing Care with Older Adults: Debating New Perspectives (15 M Level Credits)

Two thirds of healthcare relates to older adults. With the continually evolving demography of healthcare, a critical understanding and knowledge of rewards and challenges associated with effectively caring for older adults is crucial. This module is designed to introduce healthcare practitioners to complex contemporary issues, lenses and controversies facing those who work with older adults and provide opportunity to debate views. A student centred learning approach will explore values, beliefs and principles in relation to current topical questions from policy and practice. A range of learning activities will be undertaken primarily focused around identifying, understanding and defending perspectives, to explore in depth the parameters of selected dilemmas and controversies healthcare practitioners are exposed to.

Mode of delivery: This module is delivered in Trimester A. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week,
or
- Onsite delivery. International students are required to attend weekly classroom sessions (3 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent).

Public Health Placement (15 M Level Credits)

This module is designed to gain first-hand experience of organisations currently delivering a social determinant approach to delivering public health goals. Students will have the opportunity to work alongside organisation staff to experience specific aspects of Public Health policy research and practice. Students select a relevant organisation allowing them to explore, organise and administer an educational placement in an area/organisation of their choosing in terms of specialty and /or geographical location. The student will consider a person centred approach as well as the key strategic local, national and international imperatives. Students will take responsibility for their learning by setting personal and professional learning outcomes for their placement. The module allows students to demonstrate reflection and reasoning in relation to a specific aspect of Public Health. Examples of recent placements include spending time at the National Institute of Health and Social Care Excellence; Social Action for Health (a voluntary agency in the East End of London – www.safh.org.uk); Health Action Partnership International (a charity advocating for change at a national and global level) and the Centre for Health in Valencia, Spain.

Mode of delivery: Students are required to spend 15 days with an organisation in Trimester B. This is normally achieved with either 1 or 2 day placement per week. Placements are supported with seminars and tutorials.

Public Health Theory to Social Action (30 M Level Credits)

This module will encourage and enable students to undertake activities that will enhance their knowledge and understanding on how community development approaches aim to support communities to address health inequalities. In addition it will provide students with the skills to be able to critically analyse and evaluate the relationship between public health theory and its application to social action.

Mode of delivery: This module is delivered in Trimester B. Students may choose either the

- Online learning format facilitated by academic tutors using GCU Learn Virtual Learning Environment. Online lectures from leading researchers are delivered both in a synchronous and asynchronous format, allowing interaction with key public health researchers from GCU. Students are required to engage with directed online activities and contribute to online learning activities individually and within small groups.

or

- Onsite delivery. Students are required to attend on a weekly basis for 3 hour sessions in Trimester B. Lectures from leading researchers allow for interaction with key public health researchers and practitioners from GCU. Tutors on the module include staff from large public health organisations such as NICE and the Glasgow Centre for Population Health

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health or social care area. If an applicant does not hold a first degree in a health or social care area they will be expected to demonstrate that they have experience in relation to public health or its related discipline.

Quality Improvement to Promote Excellent Practice (15 M Level Credits)

The aim of this module is to develop knowledge and skills, which will enable the student to critically analyse political and professional influences impacting on continuous quality improvement in a local and global context in order to provide person-centred care. Approaches to improvement science will be investigated and analysed with emphasis on evidence based practice and relevance to the professional workplace. Knowledge will be synthesised from individual, organisational and political perspectives in order to provide the student with the skills to contribute to strategy and policy initiatives in a local and global context.

Mode of delivery: This module is delivered in Trimester B. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week,

or

- Onsite delivery. International students are required to attend weekly classroom sessions (3 hours per week). Classroom attendance is in the form of a modified lecture and group discussion sessions. All sessions are supported by GCU Learn Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health care profession

Recognition and Management of the Acutely Unwell Adult (30 M Level Credits)

This module integrates biomedical and nursing theory and practice to prepare the student, working in the acute care setting, to manage the acutely unwell patient through processes of clinical assessment, diagnosis, care management and evaluation. Five key thematic areas will be integrated across all of the module content:

- Requesting and interpreting standard diagnostic tests e.g. ECG, arterial blood gases, X-rays.
- The Federation of Royal Medical Colleges and the Royal College of Anaesthetists' 'IMPACT' course focusing on diagnosing and managing common clinical emergencies.

- Problem based scenarios around typical clinical presentations (e.g. breathlessness, falls, chest pain) requiring the location, critique and implementation of research and evidence based practice in making a differential diagnosis and formulating a care management plan.
- Advanced clinical simulation sessions to develop knowledge and specific clinical skills
- Theoretical concepts and principles underpinning professional issues and challenges e.g. clinical decision making, communication, multidisciplinary team working, autonomy & accountability.

Mode of delivery: This module requires 10 days of classroom attendance in Trimester B and early Trimester C. The module is delivered using a blend of group work, lectures and seminars and is supported by a Virtual Learning Environment. Work-based learning in the practice environment is supported and assessed by a clinical supervisor.

Entry requirements: Applicants should normally be a registered nurse or allied health professional with a degree (Honours level or equivalent) and a minimum of 6 years post-registration experience. Applicants are expected to demonstrate on application the successful completion of a clinical assessment module (or equivalent) and a current certificate in Advanced Life Support.

Risk Assessment and Management (30 M Level Credits)

The aim of this module is to enable students to explore the subject of risk assessment and risk management in relation to mentally disordered offenders at each stage of the patient journey. The student will require a comprehensive knowledge of and an ability to appraise the different approaches associated with risk assessment and risk management. There is a further expectation that on completion of this module, students will have developed the skills to carry out various risk assessments under supervision. Students will also be capable of employing a number of risk management strategies and be able to report this competently. The topics covered include

- Approaches to risk assessment and structured professional judgement
- Structured Professional Judgement (SPJ) tools: HCR-20, SARA, RSVP, SAM
- Formulation and risk management
- Approaches to intervention and in particular cognitive behavioural approaches
- Cognitive Behavioural Skills
- Report writing

Mode of delivery: This module is delivered in Trimester B as an online learning module using GCU Learn Virtual Learning Environment and is facilitated by an online academic tutor.

Entry requirements: Applicants are normally required to have a degree (honours level or equivalent) in a relevant health or social care discipline e.g. psychology, nursing, social care, psychiatry. Applicants are expected to demonstrate that they are either currently working in a forensic mental health post or that they have access to current forensic mental health patients and their records for the duration of their studies.

Safeguarding Health: Infection Prevention (15 M Level Credits)

This module is designed for the non-specialist healthcare practitioner working in any setting worldwide. This content of this module aims to raise awareness of the issues involved in infection prevention and management, inspiring and enabling healthcare practitioner to make a difference. Practitioners will be encouraged to engage with underpinning knowledge from the disciplines of epidemiology, microbiology, infection prevention and public health before exploring the contemporary issues, current successes and need for action at local, national and international levels to prevent, treat and control infections worldwide.

Mode of delivery: This module is delivered in Trimester B. Students may choose either the

- Online learning format facilitated by an academic tutor using GCU Learn Virtual Learning Environment. Students are required to engage with online activities equivalent to 3 hours per week,
or
- Onsite delivery. International students are required to attend weekly classroom sessions (3 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent).

Supporting Anticipatory Care for Long Term Conditions Management (15 M Level Credits)

This theory based module aims to provide students with the opportunity to develop a critical understanding of the topic area by exploring and evaluating contemporary themes associated with Anticipatory Care for Long Term Conditions. From a bio-psychosocial perspective, students will critically explore the causes and effects of living with a Long Term Conditions and the role of health care professionals/practitioners in contributing to and leading care delivery/service development. Consequently, students will have the opportunity to evaluate current strategies and frameworks associated with the assessment, planning and implementation of care.

Mode of delivery: This module is delivered in Trimester A and B. Students are required to attend weekly classroom sessions (3 hours per week). These face to face sessions will be delivered using a blended approach via lectures, seminars and tutorials and will be supported by GCU Virtual Learning Environment.

Entry requirements: Applicants are normally registered health or social care professionals with a degree (Honours level or equivalent). They will be expected to demonstrate that they are care managing and/or have a special interest in persons living with a long term condition.

Supportive Palliative Care of Patients with Advanced Heart Failure (15 M Level Credits)

This module aims to provide registered healthcare professionals, working in heart failure management, with the knowledge and skills to enhance supportive, palliative and end of life care for persons living with and dying from advanced heart failure. Students are encouraged to critically appraise heart failure and palliative care concepts through analysis, synthesis and reflection. It considers the wider organisational drivers as well as the challenges presented to professionals working with diversity. By the end of this module students should be able to apply the knowledge of disordered physiology, prognostication and impeccable assessment to support the formation of appropriate anticipatory care planning strategies that reflect patient and carers priorities of care. Critically evaluate the holistic impact of advancing heart failure disease on patients, caregivers, multidisciplinary professionals and the wider health care systems.

Mode of delivery: Students are required to attend for five days of classroom sessions in Trimester B. This module is delivered using a blend of tutorials, lectures and seminars. It is supported by the GCU Learn virtual learning environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health care profession. They will be expected to demonstrate that they are care managing and/or have a special interest in persons living with chronic heart failure.

The Principles and Theory of Public Health (15 M Level Credits)

This module will encourage and enable students to undertake activities that will enhance their knowledge and understanding of the principles and theories of public health and their application to current public health practices. This will include an overview of the history of public health and current theoretical frameworks, the principles of epidemiology and health needs assessment and the importance of public health policies and the wider public health workforce in supporting the application of theory to practice. It is delivered on 6 Mondays in trimester A.

Mode of delivery: This module is delivered in Trimester A. Students may choose either the

- Online delivery. The online format is facilitated by academic tutors using GCU Learn Virtual Learning Environment. Online lectures from leading researchers are delivered both in a synchronous and asynchronous format, allowing interaction with key public health researchers and practitioners from GCU.

or

- Onsite delivery. Students are required to attend for six classroom sessions of 3 hours in Trimester A. Lectures from leading researchers allow for interaction with key public health researchers and practitioners from GCU. The module is delivered via a combination of group work, lectures and seminars and is supported by GCU Learn Virtual Learning Environment.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health or social care area. If an applicant does not hold a first degree in a health or social care area they will be expected to demonstrate that they have experience in relation to public health or its related discipline.

Work-Based Advanced Skills & Innovative Practices (15 & 30 M Level credits)

This work-based learning module promotes a flexible approach to continuous professional development. Using the principles of work-based learning, it enables and enhances the student's vision, specialist skills and creative problem solving abilities. It supports the development of skills or strategies that aim to push boundaries and pioneer change in practice(s). The module is designed to support students as they acknowledge challenges in their current practice and advance an area of professional practice or to study a specialised area of practice. The development of specialist and innovative areas of practice are expected to address selective training and development needs of a service and influence the implementation of improved and effective practice with patients, service users and carers. For example the module is accredited by CASE for sonographers and it supports the JAG standards for trainee endoscopists. It is however just as appropriate for those who wish to explore the literature on aspects of, for example, service delivery and to explore the options that are available should enhancing or redesigning their current model of service delivery be required or desirable. The content of the module will therefore be determined by each student's own specific learning requirements and/or interests and possibly the needs of their organisation.

Mode of delivery: Learning will be predominantly work based i.e. in the work place, for the workplace and/or from colleagues and peers. This learning will require students to be largely self-directed and able to identify their own support needs. A (tripartite) learning contract and plan is compiled by students in collaboration, if appropriate, with their employer and/or academic supervisor and the module leader. The learning contract will comprise appropriate learning outcomes, content and learning experiences as well as assessment criteria to support and meet the learning needs.

Entry requirements: Applicants should normally have successfully completed a degree (Honours level or equivalent) in a health or social care profession.