

Professional Practice Framework

Programme Code

Faculty of Health, Education and Life Sciences

School of Nursing and Midwifery

Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

- Programme Philosophy and Aims
- Programme Learning, Teaching and Assessment strategy
- Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

Section Three

This section collates the Module Guides from across the programme.

Section One

Programme Philosophy

The Professional Practice Programme is flexible, practice-led, and responsive and aims to foster excellence. This programme will develop knowledgeable, critical thinking, proactive, professional practitioners who are fit to meet the changing demands of modern healthcare provision in the global arena.

The Programme aims to meet the requirements of practitioners and healthcare providers, whilst being tailored to individual student development needs, relevant to their professional working environment and personal aspirations and experiences. Modules focus on key areas of healthcare whilst offering a range of opportunities for on-going specialist professional development. The Professional Practice Programme seeks to inform practice through the development of the students' skills of enquiry, reflection and problem solving, in addition to expanding their knowledge base and practice in order to enhance care delivery, informed by research and the scholarship of the programme team.

Central to the programme is the development of information literacy as part of the enquiry based and knowledge-applied learning and teaching strategy. The programme of learning has been designed so that an active, participatory and collaborative approach is encouraged. It recognises that students entering the programme have a wide range of personal, professional and academic experiences. Interdisciplinary and shared learning is promoted. Critical engagement with research is facilitated throughout the programme.

By fostering inclusive practice, students will be encouraged to actively participate in dynamic group work, sharing their own knowledge and experience and raising their appreciation of the role of interdisciplinary team working.

Programme Aims

This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan.

1. Pursuing Excellence	To facilitate the development of knowledgeable and proactive solution focused professionals, who are able to apply theory to practice in order to provide and promote best quality care/outcomes
2. Practice-led, knowledge-applied	To inform practice through knowledge enhancement and the development of skills of reflection, enquiry and problem solving.
3. Interdisciplinarity	To foster inclusive practice, sharing of knowledge and interdisciplinary team working
4. Employability-driven	To deliver a flexible, high quality educational provision that meets both the current needs and reflects priorities within health care practice in order to maintain and enhance career development.
5. Internationalisation	To promote awareness of global issues leading to excellence of care in the wider arena

Programme Learning, Teaching & Assessment Strategy

This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feed forward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.

The underlying principle of the learning, teaching and assessment strategy for the Professional Practice Programme focuses on the relationship between theory and practice, highlighting the importance of the links between relevant, contemporary evidence based theory and your practice in the delivery of high quality health care. The programme aims to enable you to be a creative, confident and forward thinking practitioner who is: competent, well informed, takes an evidenced based approach to practice, and prepared for the rapidly evolving world of modern health care practice. The programme's teaching team are experts in their fields and passionate about sharing their knowledge and experience.

A varied range of learning and teaching approaches are used throughout the modules and programme to cater for the wide variety of students who access the programme, in line with the BCU and Faculty of Health, Education and Life Sciences learning and teaching principles. A blended delivery utilising face to face and online resources is used in many of the modules, in order to accommodate different learning needs and to allow for more in-depth self-directed study as well as specific directed study and shared learning opportunities within the classroom and beyond. Some modules are available in an online format.

You will be expected to engage with the programme in terms of attending taught sessions, participating in learning activities both online and in the classroom, engaging in self-directed study and problem solving, accessing the learning resources and support available both at the university and in the workplace as well as engaging with formative and summative assessments. You are encouraged to share experiences and learn from each other as well as from your lecturers and to be fully involved in all aspects of the course. To help you do this the programme team will provide relevant learning resources, up-to-date teaching applied to clinical practice, clear guidance regarding the assessment requirements and submission process, constructive feedback and feed forward, the utilisation of technology and tutorial support. Wider university services such as the personal development department, IT department, library, students union and student services are also available to support

you. In addition you will be allocated a personal tutor who will be able to give further individualised guidance and advice.

Alongside the university taught aspects of the course for many of the modules there are work based exercises where you will develop your practice skills. Where this is the case the programme team aim to work together with you and your clinical mentor, where appropriate, to help you develop your skills and practice objectives.

The programme utilises a range of module assessment methods which are aligned to the module content, related to practice and aimed to help you develop skills that are transferable to your own practice. We recognise that you may experience a variety of assessments types, some of which may be new to you, so have a range of support mechanisms available to you to aid your academic development. Assessment expectations are introduced at the start of each module to allow you time to develop the knowledge and skills required in order to achieve a pass. Personal, critical reflection is a vital aspect of the programmes teaching, learning and assessment strategies in order to enhance your learning and bring about effective changes to your practice.

In addition to giving you formative feedback throughout your course, a feed forward approach is utilised to help you to develop your skills and help you progress both academically and in practice. To aid the process you are encouraged to seek out and engage with all the opportunities the course provides for feedback and feed forward.

As a student of BCU you will be able to participate in a full range of extracurricular activities such as the Graduate+ scheme, student academic leadership and university societies.

The Whole Experience

We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.

- **Widening Participation and inclusivity**

- The programme aims to be inclusive; embracing difference and diversity.
- We will provide you with the opportunities to reach your full potential by recognising and valuing your prior learning experiences.
- All learning and teaching activities are designed to be appropriate for all.
- Students will be encouraged to make full use of the Disability Support resources.

- **Information & Digital Literacy**

- We are committed to facilitating the development of your digital and information literacy.
- Students are required to access a diverse range of information streams.
- The development of these essential skills will ensure that you are well placed to engage with, and contribute to, the rapidly changing face of healthcare in the 21st Century.

- **Sustainability & Global Citizenship**

- The teaching team will encourage you to take a global perspective to healthcare
- The programme aims to promote a sense of belonging to our communities of practice, locally, nationally and internationally.
- We anticipate the priorities and interests of future generations through careful use of resources.

- **Partnership Engagement**

- Partnership engagement enables us to collaborate with all of our key stakeholders such as students, trust partners and wider care/service providers.
- This programme fosters a collective responsibility and sense of belonging in delivering high quality healthcare.
- This will ensure a programme that is both practice led and underpinned by evidence based research.

- **Induction**

The programme induction strategy aims to incorporate:

- Initial induction events
- Induction sessions throughout the academic year aimed at developing your academic skill set.
- This will be supported by resources on Moodle.

- **Student Engagement, Progression and Retention**

- You are encouraged to choose a programme of study that meets your own personal, professional and academic development needs: Advice is available from Admission Tutors and Professional Navigators.

- Students are partners in our academic community and we hope you will experience a sense of belonging and ownership in their university life.
- You will be expected to participate in all aspects of your course, engaging with your peers for mutual support and learning experiences.
- **Support and Personal Tutoring**
 - As a student on this programme you will be provided with academic and pastoral support by your personal tutor.
 - You will be encouraged to make full use of available Academic Support
 - Module leaders/personal tutors
 - Personal Development Department
 - Library resources
 - As a student at BCU you are also able to access Student Services who offer a range of free, impartial, non-judgmental and confidential services.
- **Personal Development Planning and Transition**
 - Personal Development Planning will be an integral part of your learning to enable you to maximize your learning in university and the work place.
 - This planning will also help you to
 - Identify the personal development needs required for your on-going career and potential future study.
 - Prepare for revalidation (for NMC registered students) and practice performance reviews
 - Allow you to reflect and critically evaluate your progression, achievements and development areas.
 - Professional navigators along with personal tutors are available to help students with academic career planning.
- **Employability (incl. Birmingham City University Graduate Attributes)**
 - The programme has been designed in collaboration with employers, to meet the needs of a rapidly changing healthcare environment.
 - To enhance employability you will have the opportunity to develop
 - specialist knowledge
 - transferable skills
 - reflective and analytical practice
 - To develop and display the graduate attributes that define a BCU graduate; work-ready, a creative problem solver, enterprising, and with a global outlook.

Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

For the Professional Practice Programme there are a several different routes and standalone modules that can be undertaken at level 6 or level 7. These are summarised in the table on the next page. Following this the programme entry criteria for level 6 awards is set out, followed by the modules required for each route in a diagrammatic format and then the modules for that route are mapped against the relevant data. This is then repeated for the level 7 awards.

The one level 5 module that sits in this programme is designed for students who have a short fall in the required level 5 credits and wish to undertake a BSc.

Core Modules for BSc Hons

- LBR6553 Using research evidence in practice
- LBR6547 Negotiated Study

Core Modules for MSc

- LBR7339 Research: methods of Enquiry
- LBR7399 Leadership skills and project management for health
- LBR7337 Research Dissertation

Routes

- Acute Care
- Adult Acute Mental health
- Adult Critical Care
- Burns and Plastic Surgery/Burn Care/Plastic Surgery
- Cardiac Care
- Cancer Care/Haemato-oncology/ Cancer and Haemato-oncology
- Child, Adolescent and Young Adult Mental Health
- Community Mental Health
- Diabetes
- Forensic Mental Health
- Healthcare
- Holistic Health in Later Life
- Infection, Prevention and Control
- Healthcare for International Students
- Neonatal Critical Care
- Pain Management
- Perioperative Practice
- Substance Misuse
- Trauma and Orthopaedics/ Trauma/ Orthopaedics
- Tissue Viability

Additional Optional modules

level 6 & 7

- LBR6574/LBR7525 Analysing the High Dependency Care (Level 1 and 2 Critical Care) of Children and Young People
- LBR6584/LBR7534 Development of Multiple Sclerosis Care and Management for Specialist Nurses and Therapists
- LBR6576/LBR7528 Developing Specialist Practice in Health and Social Care
- LBR6573/LBR7522 Developing Surgical First Assistance Leading the Implementation of Excellence in Care and Patient Safety
- LBR6579/LBR7529 Introduction to Epilepsy Care and Management
- LBR6577/LBR7526 Introduction to Palliative and End of Life Care
- LBR6519/LBR7569 Minor injury
- LBR6583/LBR7531 Profiling Experiential learning
- LBR6582/LBR7533 Rediscovering Essentials of Psychological and Emotional Care
- LBR6581/LBR7532 The Individualised Care of Multiple Birth Families From conception to 1 Year

level 6

- LBR6581 Essential academic skills for study
- LBR6519 Health assessment

level 7

- LBR7502 Essential academic development skills for MSc level practice
- LBR7 Managing self, teams and organisations

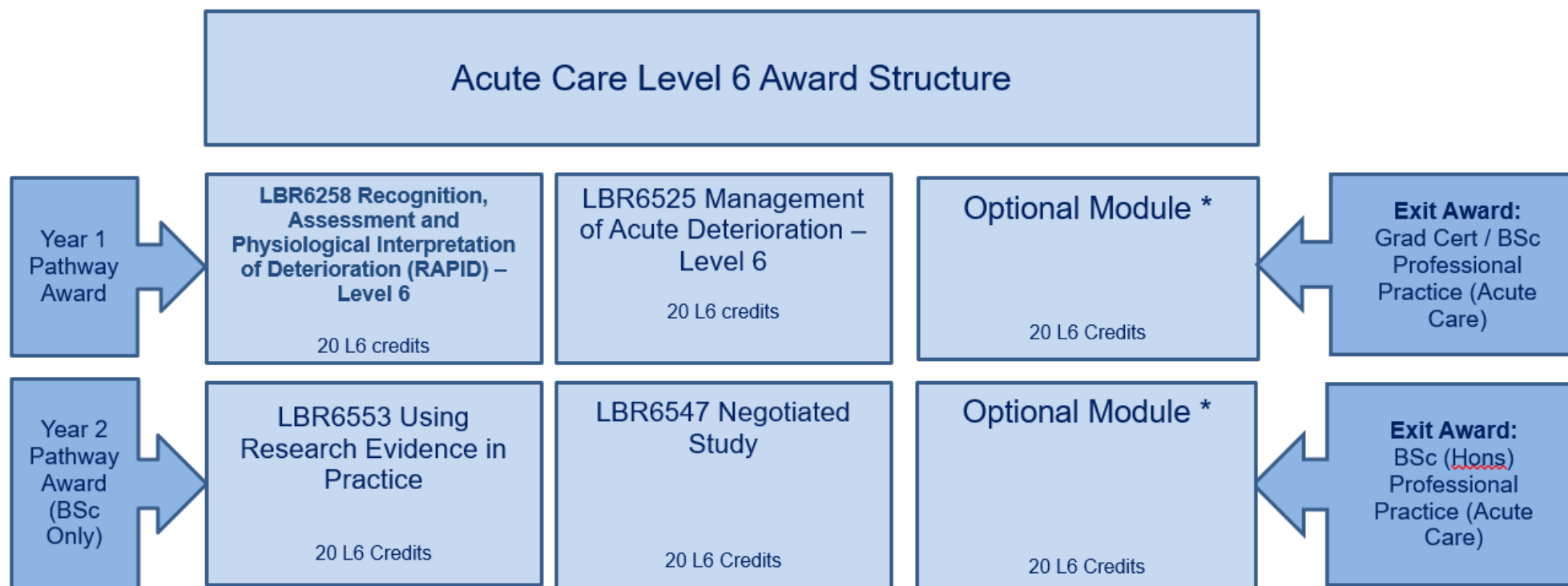
Plus negotiated other modules from routes or faculty portfolio

Level 6 Routes

Level 6 Programme				
Entry Requirements and pre-requisites, co-requisites & exclusions	Accreditation of Prior Experience or Learning (APEL)	Study Time Breakdown		Exit award(s)
<ul style="list-style-type: none"> ➤ All students must be working in an appropriate environment in order to fully engage with the chosen modules. ➤ In addition students undertaking clinical subject pathway modules and awards will normally have a minimum of six months post registration experience in that speciality ➤ For entry onto the BSc / BSc (Hons) students must have a relevant Dip HE or 240 credits of which at least 120 are at Level 5 or equivalent. ➤ For entry into the Graduate Certificate students must have a relevant Bachelor's degree (Ordinary or Honours) or equivalent. An ordinary degree must consist of at least 60 credits at level 6. ➤ Students undertaking modules as standalone rather than as part of an award may do so regardless of number of previous credits as long as they are working in an appropriate area to achieve that module's learning outcomes. ➤ Students from overseas must demonstrate an IELTS of 6 in each area 	<p>For students who do not have the required number of level 5 credits to top up to a degree there is the opportunity for them to undertake the AP(E)L/Advanced Academic Writing module and/or submit a portfolio of evidence in order to make up the shortfall in level 4 and level 5 credits.</p>	<p>Scheduled learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks)</p>	60%	<ul style="list-style-type: none"> • BSc Professional Practice (<i>route specific title</i>) • BSc (hons) Professional Practice (<i>route specific title</i>) • Graduate Certificate Professional Practice (<i>route specific title</i>) • Module credits <p>See previous summary for list of routes available on page 7</p>
		<p>Guided Independent learning (including non-time constrained blended tasks & reading and assessment preparation)</p>	40%	
		<p>Placement (including external activity and study abroad)</p>	0%	
	<p>Other opportunities exist for the APEL of relevant level 6 credits into the programme. These are considered on an individual basis.</p> <p>The Professional Navigators and APEL Advisors in the Personal Development Department can advise and assist with this.</p>	<p>Impact of options (indicate if/how optional choices will have a significant impact)</p>	<p>The above is a guide only. It will vary depending on the Students module choice.</p>	

Level 5	LBR5019 AP(E)L/Academic Skills		
Credit level (ECTS value)	20 (10)		
Study Time (%) S/GI/PL	50/50/00		
Assessment method	Written Essay		
Assessment scope	3000 words		
Assessment week	TBC		
Feedback scope	20 working days following submission		
Delivery mode	Standard Blended		
Learning Outcomes	1. Conduct a structured literature search and critically appraise the literature generated		
	2. Demonstrate the basic principles of the presentation of both verbal and written information.		
	3. Write in an appropriate academic style demonstrating critical analysis and the accurate recording of references		
Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		
Linked PSRB (if appropriate)	N/A		

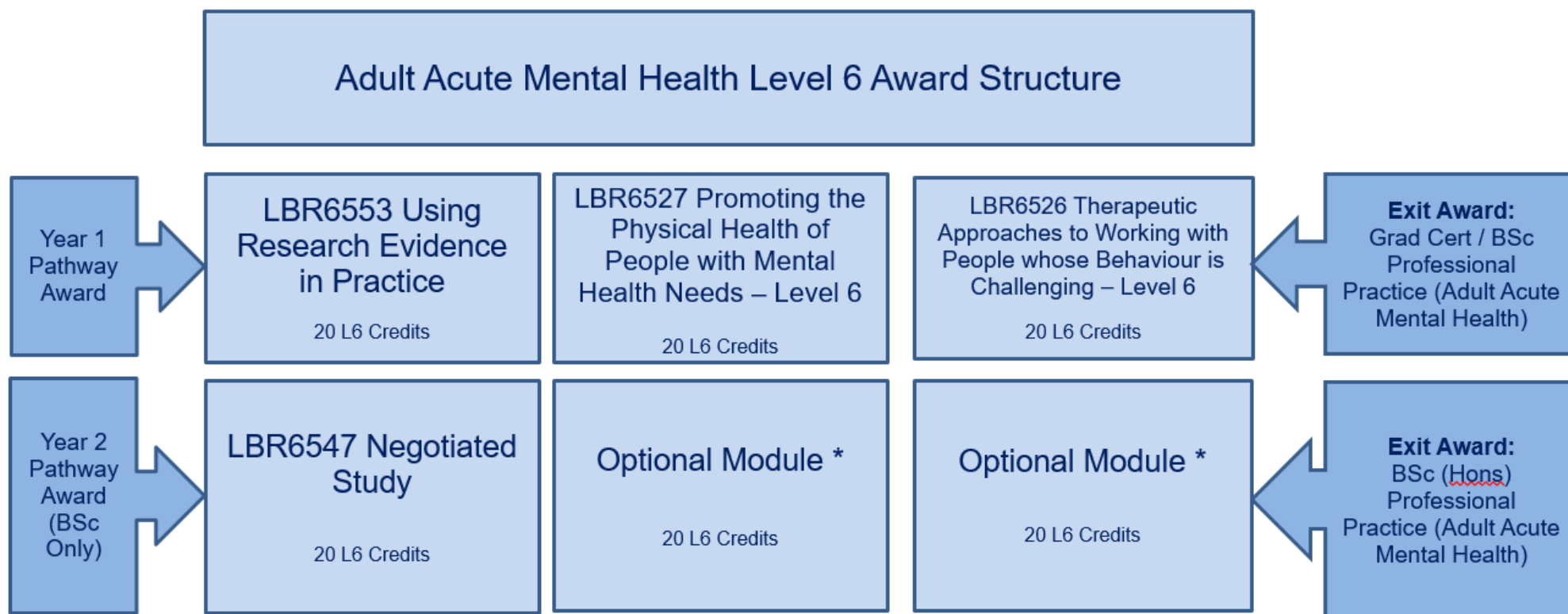
Acute Care Route - Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6258 Recognition, Assessment and Physiological Interpretation of Deterioration (RAPID) – Level 6	LBR6525 Management of Acute Deterioration – Level 6
Credit level (ECTS value)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/0	60/40/0
Assessment method	Oral examination	Written assignment
Assessment scope	Up to 30 minute duration	3000 words
Assessment week	TBC	TBC
Feedback scope	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended
Learning Outcomes	1. Assess, recognise and interpret early physiological deterioration in patient observations.	1. Critically discuss the interventions required by an adult who experiences acute deterioration utilising physiology and pathophysiology theory
	2. Critically discuss the potential impact of comorbidity and pharmacology on an acutely ill adult's deterioration.	2. Critically appraise relevant clinical evidence that informs the management of an adult experiencing acute deterioration
	3. Utilise theory and research to critically analyse effective methods of articulation and escalation for an acutely ill adult.	3. Reflect upon your role in ensuring evidence based interventions are implemented as early as possible for an adult who presents with acute deterioration
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A

Adult Acute Mental Health Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6553 Using Research Evidence in Practice – Level 6	LBR6527 Promoting the Physical Health of People with Mental Health Needs – Level 6	LBR6526 Therapeutic Approaches to Working with People whose Behaviour is Challenging – Level 6
Credit level (ECTS value)	20 (10)	20	20
Study Time (%) S/GI/PL	60/40/0	60/40/0	60/40/0
Assessment method	Essay	Objective Structured Clinical Examination (OSCE)	Viva voce
Assessment scope	3000 words	30 minutes	30 minutes
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Blended learning	Standard Blended	Standard Blended
Learning Outcomes	1. Examine the process of devising an answerable question arising from clinical practice.	1. Articulate factors that may influence physical health outcomes	1. Demonstrate critical awareness of the debate surrounding the care of people with challenging behaviour.
	2. Implement strategies for accessing and retrieving sources of relevant evidence	2. Critically evaluate current practice for those service users with comorbidity.	2. Demonstrate critical analysis of relevant theoretical and evidence based literature around working with individuals who present with challenging behaviour.
	3. Critically analyse and evaluate sources of evidence using appropriate frameworks.	3. Demonstrate the ability to assess a mental health service user with a range of physical health problems	3. Critically appraise clinical practice in dealing with challenging behaviour.
	4. Demonstrate a critical understanding of the knowledge and skills required to successfully implement evidence into practice.	4. Demonstrate the ability to work therapeutically with a mental health service user with a range of physical health problems	4. Recommend strategies to improve therapeutic responses to challenging behaviour in clinical practice.
Programme Aim Links	1☐ 2☐ 3☐ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

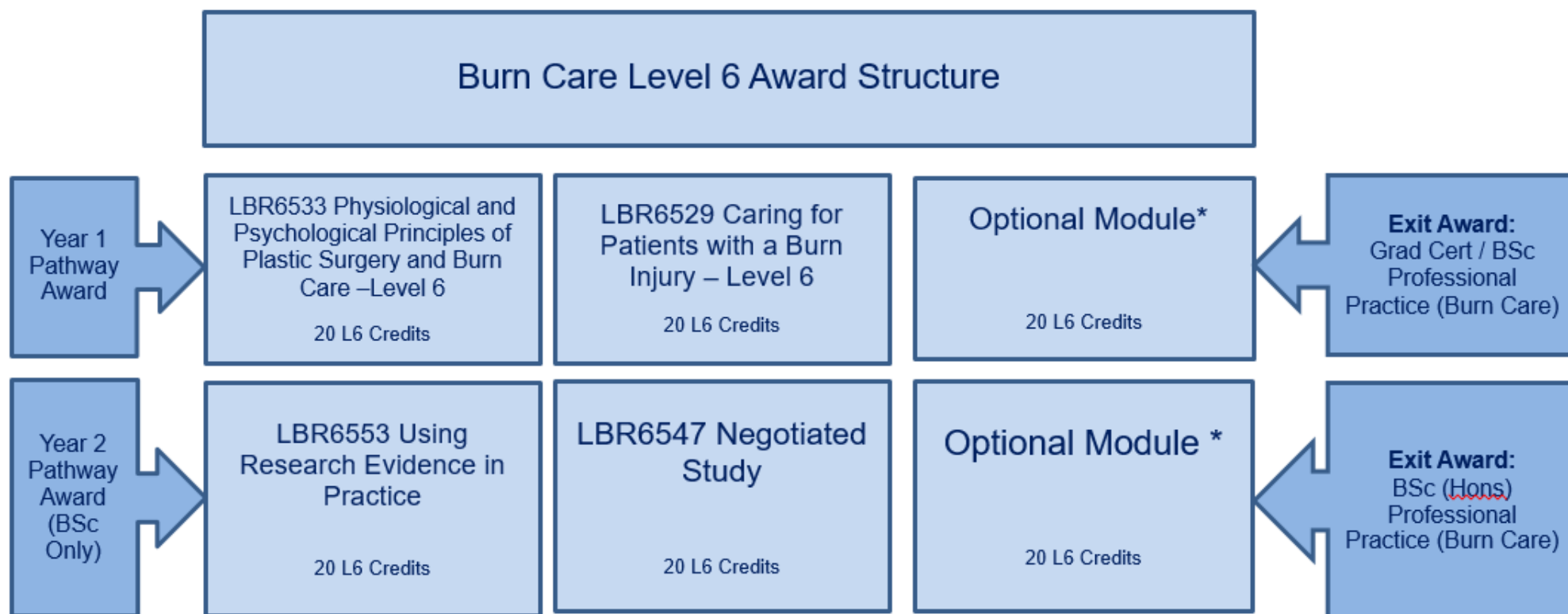
Adult Critical Care Route - Level 6



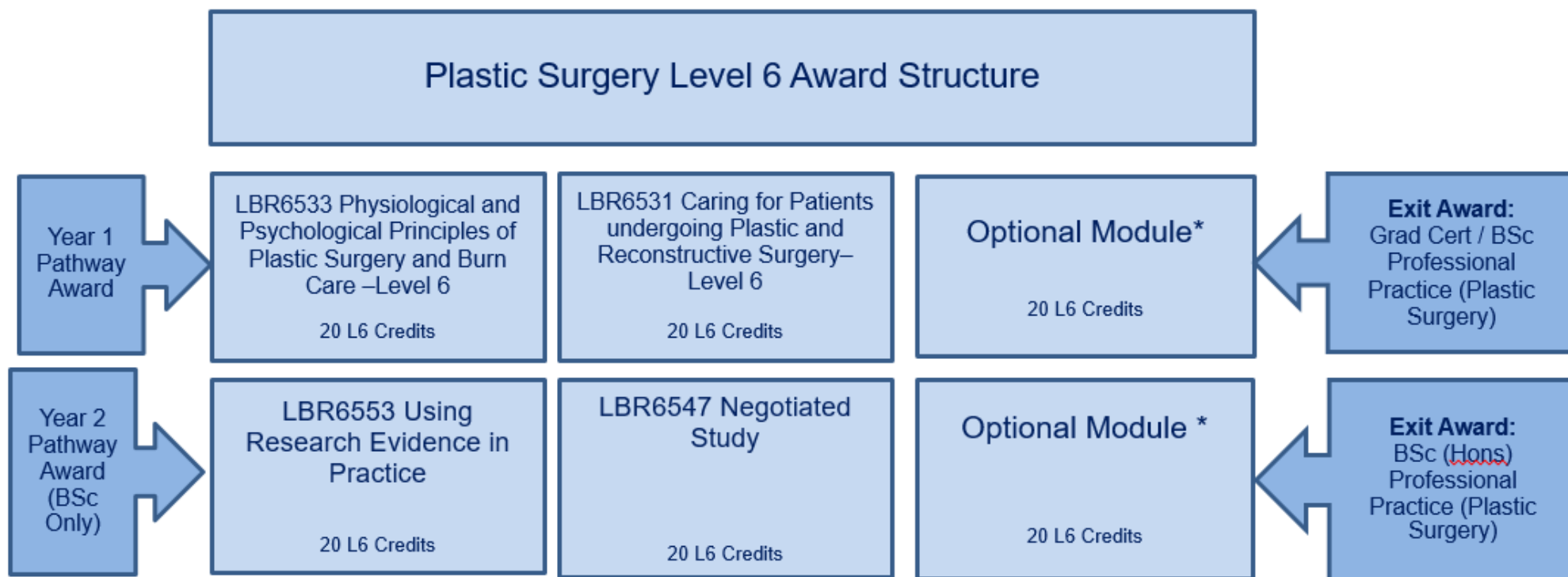
* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6594 Fundamental Principles of Caring for the Critically Ill Patient – Level 6	LBR65945 Exploring the Pathophysiological Principles of the Critically Ill Patient – Level 6	LBR6596 Challenging Professional Practice within Critical Care – Level 6
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Oral Examination	Written examination	Written Assignment & Competency Document
Assessment scope	30 minutes	30 minutes	3000 word assignment and competency document
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	Critically discuss the management interventions for a critically ill patient with reference to key physiological, nursing and pharmacological concepts.	Critically appraise the altered pathophysiological processes in relation to the critically ill patient requiring organ support.	Critically discuss the communication and psychosocial needs of the critically ill patient and their families.
	Critically appraise the evidence to support the management interventions for the critically ill patient with organ dysfunction.	Critically discuss derived patient data to explain altered homeostatic mechanisms pertaining to the critically ill adult.	Critically reflect on your professional expertise, clinical judgment and ethical decision making skills used in the collaborative provision of critical care.
	Explore the investigative and therapeutic procedures for the critically ill patient.		Critically analyse strategies of leadership and communication and the influence of personal and professional values.
	Reflect on own practice and learning in the field of critical care in order to improve the care of critically ill patient with organ dysfunction.		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	National Standards for Critical Care Nurse Education (CC3N, 2016)	National Standards for Critical Care Nurse Education (CC3N, 2016)	National Standards for Critical Care Nurse Education (CC3N, 2016)

Burns and Plastics Routes – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6533 Physiological and Psychological Principles of Plastic Surgery and Burn Care – Level 6	LBR6529 Caring for Patients with a Burn Injury – Level 6	LBR6531 Caring for Patients Undergoing Plastic and Reconstructive Surgery – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	70/30/00	70/30/00	70/30/00
Assessment method	Patchwork assessment	Portfolio	Portfolio
Assessment scope	3000 words	3000 word equivalent	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	1. Critically analyse the management of a range of skin grafts and skin flaps in relation to your speciality	1. Critically assess a patient with a burn injury	1. Critically analyse the literature surrounding the various procedures used in plastic and reconstructive surgery.
	2. Critically discuss the key pathophysiological principles that underpin the management of patients undergoing reconstructive surgery	2. Critically analyse the evidence base surrounding burn care	2. Critically apply the knowledge and skills required to care for a patient undergoing plastic and reconstructive surgery
	3. Evaluate your communication technique and using relevant theory identify areas for improvement.	3. Apply the knowledge and skills of burn care to the planning, delivery and evaluation of a patient with a burn injury as a member of the multidisciplinary team	3. Reflect on own practice and learning in the field of plastic and reconstructive surgery in order to improve the care of patients in this speciality
	4. Recognise the psychological needs of patients undergoing reconstructive surgery and apply relevant theory to plan appropriate interventions.	4. Reflect on own practice and learning in the field of burn care in order to improve the care of patients with a burn injury	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

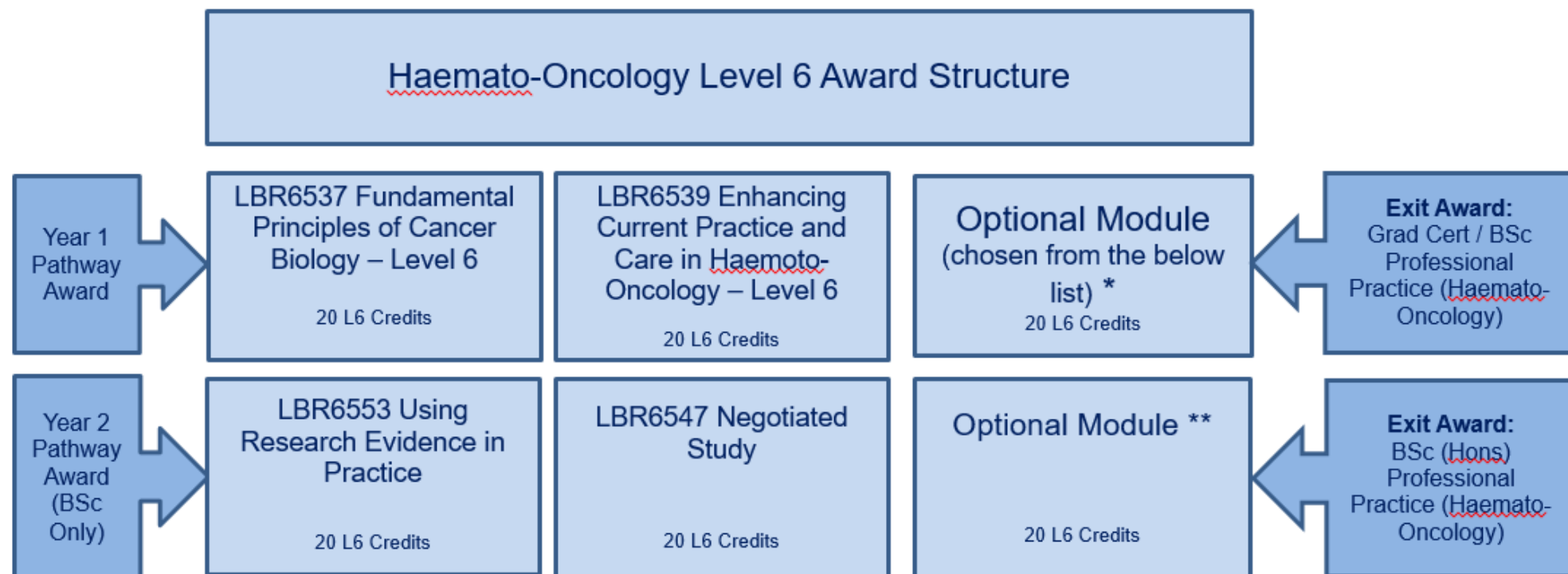
Cancer and Haemato-oncology Routes – Level 6



*The Impact of Living with and Beyond Cancer (20 L6 C)

*Systematic Anti-Cancer Drug Therapy: Principles Management and Care (20 L6 C)

** Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

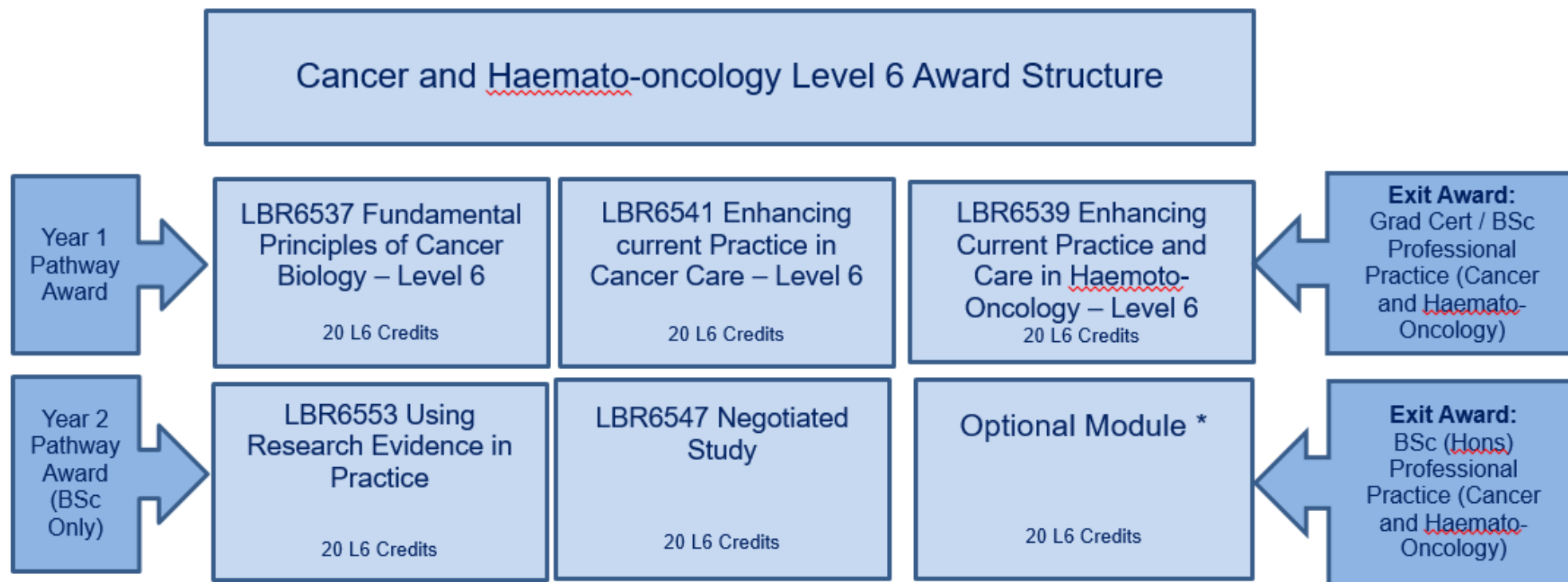


*The Impact of Living with and Beyond Cancer (20 L6 C)

*Systematic Anti-Cancer Drug Therapy: Principles Management and Care (20 L6 C)

*The Care of a Patient receiving a Stem Cell Transplant (20 L6 C)

** Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6537 Fundamental Principles of Cancer Biology – Level 6	LBR6541 Enhancing Current Practice in Cancer Care – Level 6	LBR6539 Enhancing Current Practice and Care in Haemato-oncology – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	40/60/00	60/40/00	60/40/00
Assessment method	Patchwork assessment	Defended poster	Oral examination
Assessment scope	3000 words	A1 size poster of up to 1500 words, followed by a maximum of 10 minutes questioning	Up to 30 minute duration.
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	online	Standard Blended	Standard Blended
Learning Outcomes	1. Examine the normal cell biology and the principles of cancer initiation and progression.	1. Critically analyse the modalities of therapy used to treat solid tumours.	1. Analyse the modalities of therapy used to treat haematological malignancies.
	2. Evaluate the presenting features, pathophysiology, aetiology and epidemiology of a specific malignant condition.	2. Apply and analyse the essential knowledge and theory required to care for a patient undergoing a specific Anti-cancer treatment for solid tumours.	2. Apply and analyse the essential knowledge and theory required to care for a patient undergoing treatment for a haematological malignancy.
	3. Relate the diagnostic journey to the underlying pathophysiology.	3. Debate the psychosocial impact of a cancer diagnosis on the individual and their family.	3. Debate the psychosocial impact of a haematological malignant diagnosis on the individual and their family.
	4. Critically analyse the importance of preventative measures and early diagnosis strategies.	4. Explore the ethical issues and attitude to cancer	4. Explore the ethical issues and attitude to haematological malignancy.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Level 6 Optional Modules	LBR6549 Systemic Anti-Cancer Drug Therapy (Chemotherapy): Principles, Practice, and Care	LBR6544 The Impact of Living with and Beyond Cancer – Level 6	LBR6546 Care of Patients Receiving a Stem Cell Transplant – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/0	60/40/0	60/40/0
Assessment method	Written examination	Written assessment	E Portfolio
Assessment scope	1.5 hours	3000 words	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Online	Online
Learning Outcomes	1. Critically analyse how the pharmacological properties of anti-cancer drugs and their role at various stages of the cell cycle impacts on their administration	1. Critically analyse the potential impacts experienced by cancer survivors and their family.	1. Critically analyse the treatment protocols in the management of a patient undergoing stem cell transplantation.
	2. Examine the management of patients receiving systemic anti-cancer therapy	2. Explore the changing attitude and cultural shift within the approach to cancer survivorship.	2. Apply the essential knowledge and theory required to care for a patient undergoing stem cell transplant.
	3. Critically analyse the health and safety, professional and legal aspects of administration of anti-cancer drug therapy.	3. Critically analyse the services required to support those living with and beyond cancer.	3. Interpret and evaluate the care and management of subsequent effects that occur as a result of high dose therapy and stem cell transplantation
	4. Appraise the holistic needs of patients receiving systemic anti-cancer therapy.		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Cardiac Care Routes – Level 6

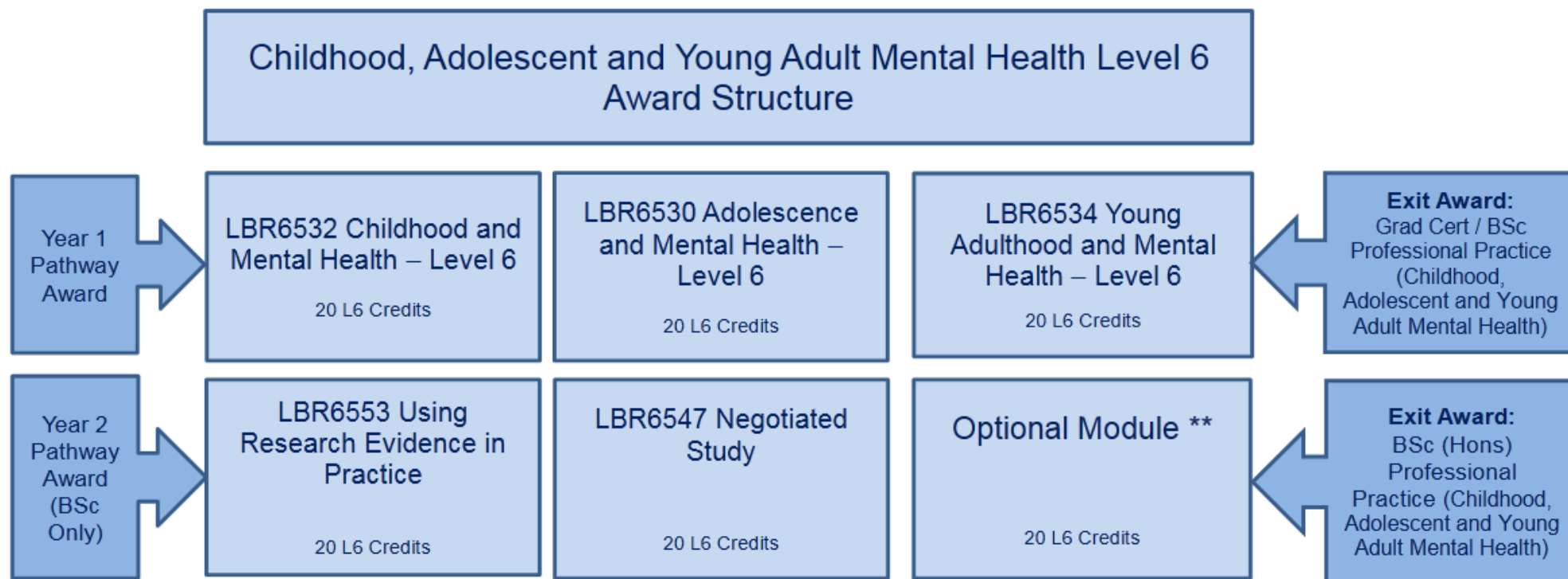


* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6535 Acute Cardiac Conditions – Level 6	LBR6542 Long Term Cardiac Conditions – Level 6	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/0	60/40/0	
Assessment method	Option 1: Case Study assignment or Option 2: Practice Based Portfolio	Oral Examination	
Assessment scope	3000 word equivalent	Up to 30 minute duration	
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Standard Blended	Standard Blended	
Learning Outcomes	1. Critically discuss the anatomy and physiology related to Acute Cardiac Conditions	1. Critically discuss the anatomy and physiology related to Long Term Cardiac Conditions	
	2. Critically analyse evidence based best practice management of patients with Acute Cardiac Conditions	2. Critically analyse evidence based best practice management of patients with Long Term Cardiac Conditions	
	3. Reflect on their own practice and learning in the field of Cardiac Care in order to improve the care of patients with an Acute Cardiac Condition	3. Critically examine their own responsibilities in the delivery of care for patients with Long Term Cardiac Conditions	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	None	None	

Level 6 Optional Modules	LBR6538 ECG Interpretation and Arrhythmia Management – Level 6	LBR6258 Recognition, Assessment and Physiological Interpretation of Deterioration (RAPID) – Level 6	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/0	60/40/0	
Assessment method	Written examination	Oral examination	
Assessment scope	1.5 hours	Up to 30 minute duration	
Assessment week		TBC	
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Standard Blended	Standard Blended	
Learning Outcomes	1. Differentiate between normal and abnormal impulse formation and conduction (with reference to related anatomy and physiology)	1. Assess, recognise and interpret early physiological deterioration in patient observations.	
		2. Critically discuss the potential impact of comorbidity and pharmacology on an acutely ill adult's deterioration	
	2. Critically evaluate the best practice management of patients with disturbances of impulse formation and conduction.	3. Utilise theory and research to critically evaluate effective methods of articulation and escalation for an acutely ill adult.	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

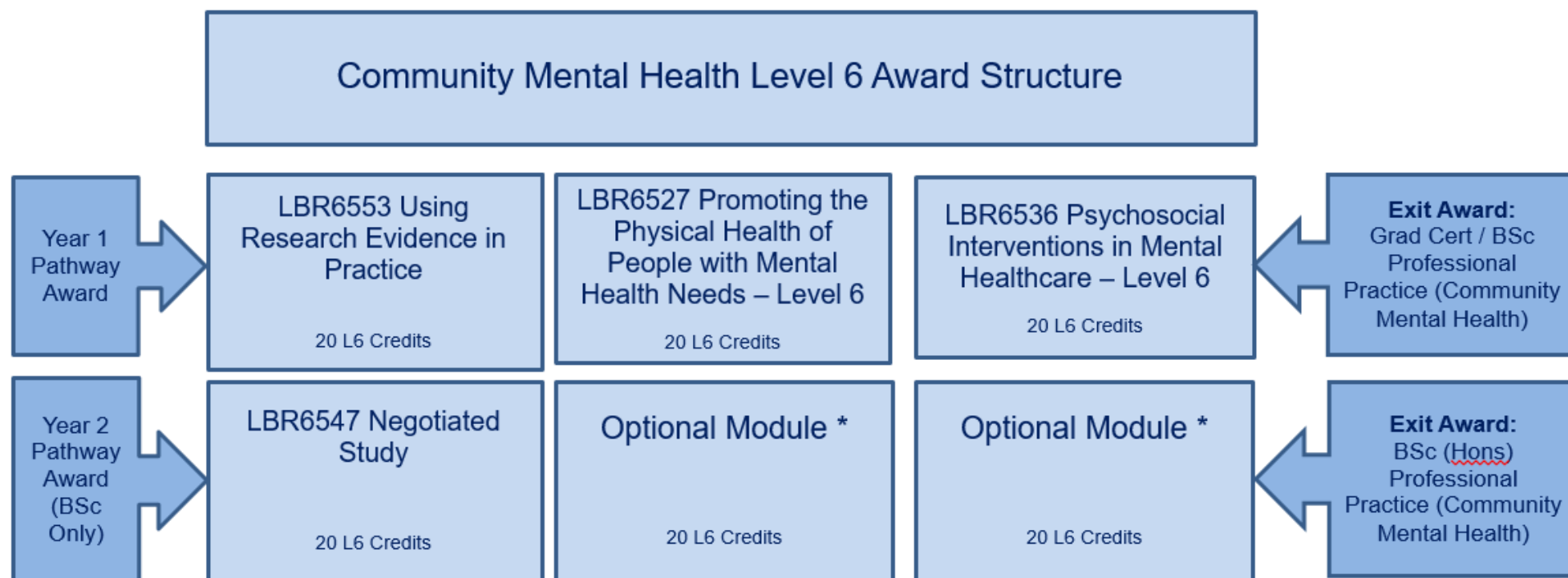
Child, Adolescent and Young Adult Mental Health Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6532 Childhood and Mental Health – Level 6	LBR6530 Adolescence and Mental Health – Level 6	LBR6534 Young Adulthood and Mental Health – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/0	60/40/0	60/40/0
Assessment method	Written assignment	Oral examination	Written examination
Assessment scope	3000 words	Up to 30 minute duration	1.5 hours
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Part-time attendance/ One day per week in university plus MOODLE based resources	Part-time Attendance/ One day per week in university plus MOODLE based resources	Part-time Attendance/ One day per week in university plus MOODLE based resources
Learning Outcomes	1. Apply theory to explain multi-systemic approaches to assessment and intervention in the identification of emotional needs and mental health problems in childhood.	1. Discuss concepts of trauma, loss, and abuse considering the short- and long-term psychological impact this can have on adolescent mental health	1. Discuss bio-psychosocial risk and resilience factors which influence mental health in young adulthood
	2. Discuss the importance of perinatal mental health and the impact this has on the emotional health of the child	2. Examine the role of the clinician and wider multidisciplinary team in assessing and responding to the mental health needs of adolescents	2. Examine policies influencing service pathways and transition for young adults presenting complex mental health problems
	3. Examine attachment theory and discuss the influence this has on child development	3. Explore the concept of “family” accessing research to identify the impact of domestic violence on young people	3. Explore the principles of assessment and intervention underpinning the mental health care of young adults
	4. Critically analyse safeguarding policies in relation to the role of the multidisciplinary team in the identification and protection of vulnerable children	4. Critically analyse safeguarding policies and consider the role of the multidisciplinary team in identifying and protecting vulnerable adolescents	4. Critically analyse safeguarding policies and consider the role of the multidisciplinary team in identifying and protecting vulnerable young adults
Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
Linked PSRB (if appropriate)	N/A	N/A	N/A

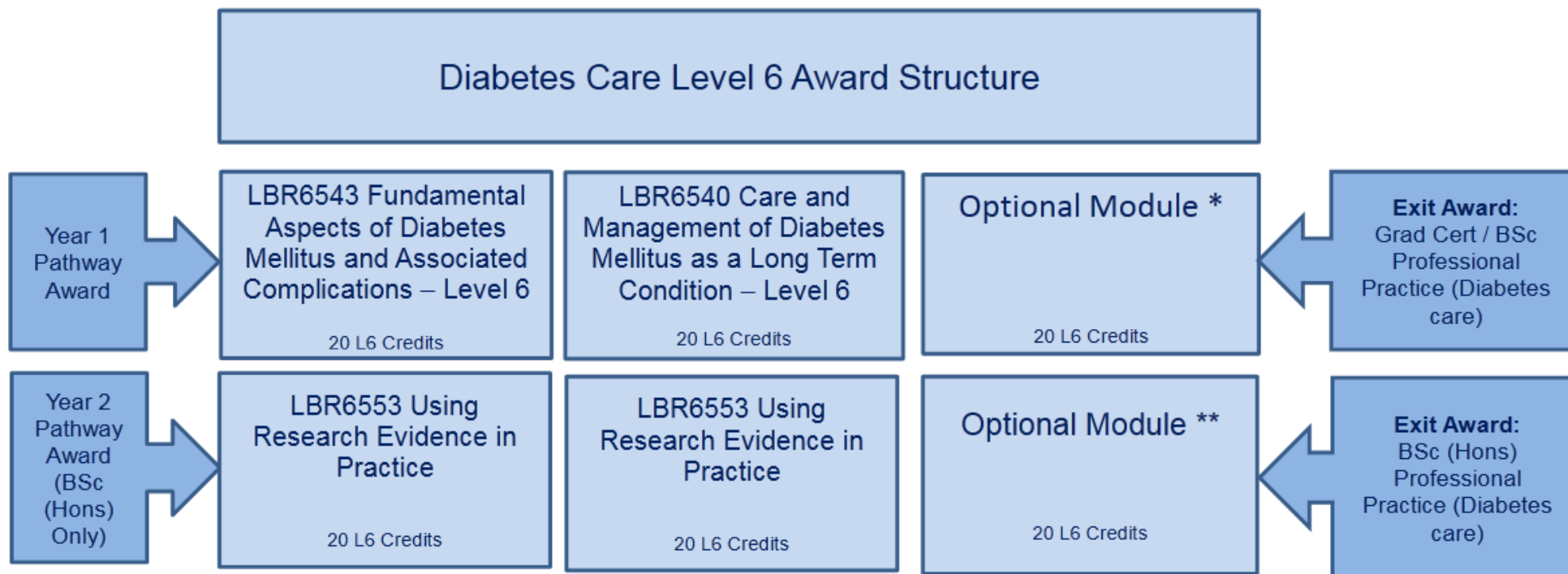
Community Mental Health Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6553 Using Research Evidence in Practice – Level 6	LBR6527 Promoting the Physical Health of People with Mental Health Needs – Level 6	LBR6536 Psychosocial Interventions in Mental Healthcare – Level 6
Credit level (ECTS value)	20 (10)	20	20 (10)
Study Time (%) S/GI/PL	60/40/0	60/40/0	60/40/0
Assessment method	Essay	Observed Structured Clinical Examination (OSCE)	Written assignment
Assessment scope	3000 words	30 minutes	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Blended learning	Standard Blended	Standard Blended
Learning Outcomes	1. Examine the process of devising an answerable question arising from clinical practice.	1. Articulate factors that may influence physical health outcomes	1. Critical analysis of the literature related to psychosocial interventions.
	2. Implement strategies for accessing and retrieving sources of relevant evidence	2. Critically evaluate current practice for those service users with comorbidity.	2. Critically analyse and reflect on a psychosocial intervention used in your practice
	3. Critically analyse and evaluate sources of evidence using appropriate frameworks.	3. Demonstrate the ability to assess a mental health service user with a range of physical health problems	3. Evaluate the effectiveness of psychosocial interventions for service users you work with.
	4. Demonstrate a critical understanding of the knowledge and skills required to successfully implement evidence into practice.	4. Demonstrate the ability to work therapeutically with a mental health service user with a range of physical health problems	
Programme Aim Links	1☐ 2☐ 3☐ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

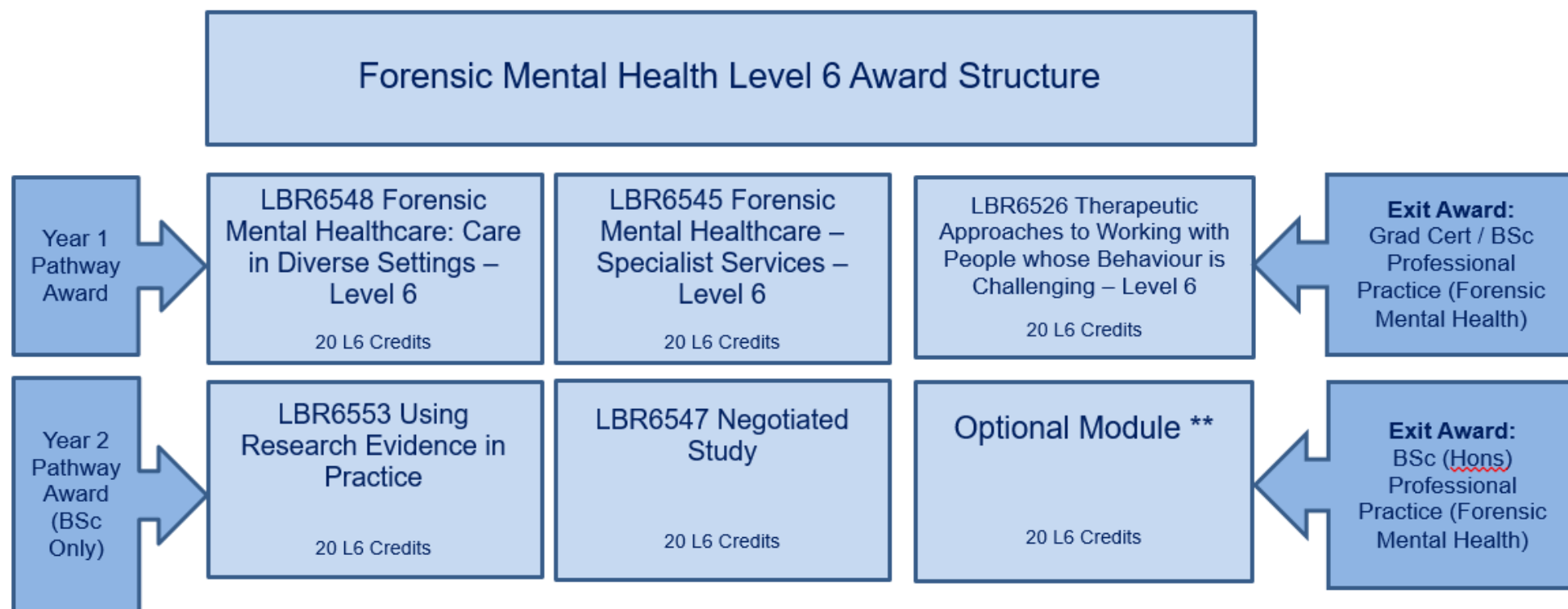
Diabetes Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6543 Fundamental Aspects of Caring for the Adult with Diabetes Mellitus and Associated Complications – Level 6	LBR6540 Care and Management of Diabetes Mellitus as a Long Term Condition – Level 6	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	70/30//00	70/30//00	
Assessment method	Written assignment	Written reflection	
Assessment scope	3000 words	3000 words	
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Standard blended	Standard blended	
Learning Outcomes	1. Critically discuss the pathogenesis of diabetes mellitus related complications.	1. Evaluate and appraise the range of strategies used to support patients with diabetes and their families	
	2. Examine the holistic treatment and management of an acute or chronic complication of diabetes mellitus	2. Analyse how known barriers to accessing healthcare can influence the effective management of diabetes mellitus and prevention of associated complications	
	3. Appraise the legal, professional and ethical issues in relation to the delivery of care for the patient with diabetes	3. Compare strategies for patient education and self-management relevant to the patients' needs, paying particular attention to health maintenance and optimising quality of life.	
	4. Analyse research findings and national guidance related to diabetes and the prevention of associated complications, including the psychosocial aspects of care.	4. Analyse how best practice and research findings contribute to developments in treatments and the delivery of safe and effective diabetes care.	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

Forensic Mental Health Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6548 Forensic Mental Healthcare – Specialist Services – Level 6	LBR6545 Forensic Mental Healthcare in Diverse Settings – Level 6	LBR6526 Therapeutic Approaches to Working with People whose Behaviour is Challenging – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20
Study Time (%) S/GI/PL	60/40/0	60/40/0	60/40/0
Assessment method	Written assignment	Defended poster	Viva voce
Assessment scope	3000 words	A1 size poster of up to 1500 words followed by a maximum of 10 minutes questioning	30 minutes.
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	1. Analyse the factors which challenge those caring for a particular group of service users within forensic mental healthcare	1. Critically explore the relationship between mental health services and the criminal justice system.	1. Demonstrate critical awareness of the debate surrounding the care of people with challenging behaviour.
	2. Critique the current practice for nursing assessment and care	2. Analyse the use of the Mental Health Act to support the assessment and treatment of offenders.	2. Demonstrate critical analysis of relevant theoretical and evidence based literature around working with individuals who present with challenging behaviour.
	3. Develop ideas for improvement in practice.	3. Critique current clinical practice with reference to national guidance and international ways of working	3. Critically appraise clinical practice in dealing with challenging behaviour.
			4. Recommend strategies to improve therapeutic responses to challenging behaviour in clinical practice.
Programme Aim Links	1☑ 2☑ 3☐ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)			N/A

Healthcare Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6553 Using Research Evidence in Practice – Level 6	LBR6547 Negotiated Study – Level 6	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/0	20/80/00	
Assessment method	Written assignment	Oral examination	
Assessment scope	3000 words	Up to 30 minute duration	
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Blended learning	Tutorial led	
Learning Outcomes	1. Examine the process of devising an answerable question arising from clinical practice.	1. Critically analyse the contemporary literature relating to your chosen topic.	
	2. Implement strategies for accessing and retrieving sources of relevant evidence	2. Formulate arguments to demonstrate in depth knowledge relating to your chosen topic	
	3. Critically analyse and evaluate sources of evidence using appropriate frameworks.	3. Analyse how this learning has supported or developed knowledge and practice.	
	4. Demonstrate a critical understanding of the knowledge and skills required to successfully implement evidence into practice.		
Programme Aim Links	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	
Linked PSRB (if appropriate)	N/A	N/A	

Level 6 Optional Modules	LBR6585 Essential Academic Skills for Degree Level Study	LBR6584 Development of Multiple Sclerosis Care and Management for Specialist Nurses and Therapists – Level 6	LBR6576 Developing Specialist Practice in Health and Social Care – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Written assignment	Written assignment	Portfolio
Assessment scope	3000 words	3000 words	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Online	Classroom + online	Online
Learning Outcomes	1. Critically analyse and reflect on own strengths, limitations, performance, and personal and contextual factors which have an impact on your identified academic learning needs and desired progression outcomes	1. Critically analyse relevant theoretical and evidence based Multiple Sclerosis literature	1. Critically reflect upon either your role as a Specialist or your role working within a Specialist area of care
	2. Articulate, with reference to appropriate literature, the process of your personal and professional development.	2. Critically analyse the holistic management of people with Multiple Sclerosis	2. Critically analyse audit based literature
	3. Demonstrate in line with the marking criteria for level 6 an appropriate writing style and structure with sources accurately referenced in line with the Faculty of Health, Education and Life Sciences referencing policy	3. Considering the impact of fatigue and cognitive dysfunction, critique strategies that enable a person to self-manage their Multiple Sclerosis	3. Construct an audit tool that can be effectively used in your practice 4. Design, manage and evaluate an effective audit of care that will enable new knowledge and appreciation of care
Programme Aim Links	1☐ 2☐ 3☐ 4☑ 5☑	1☑ 2☑ 3☐ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

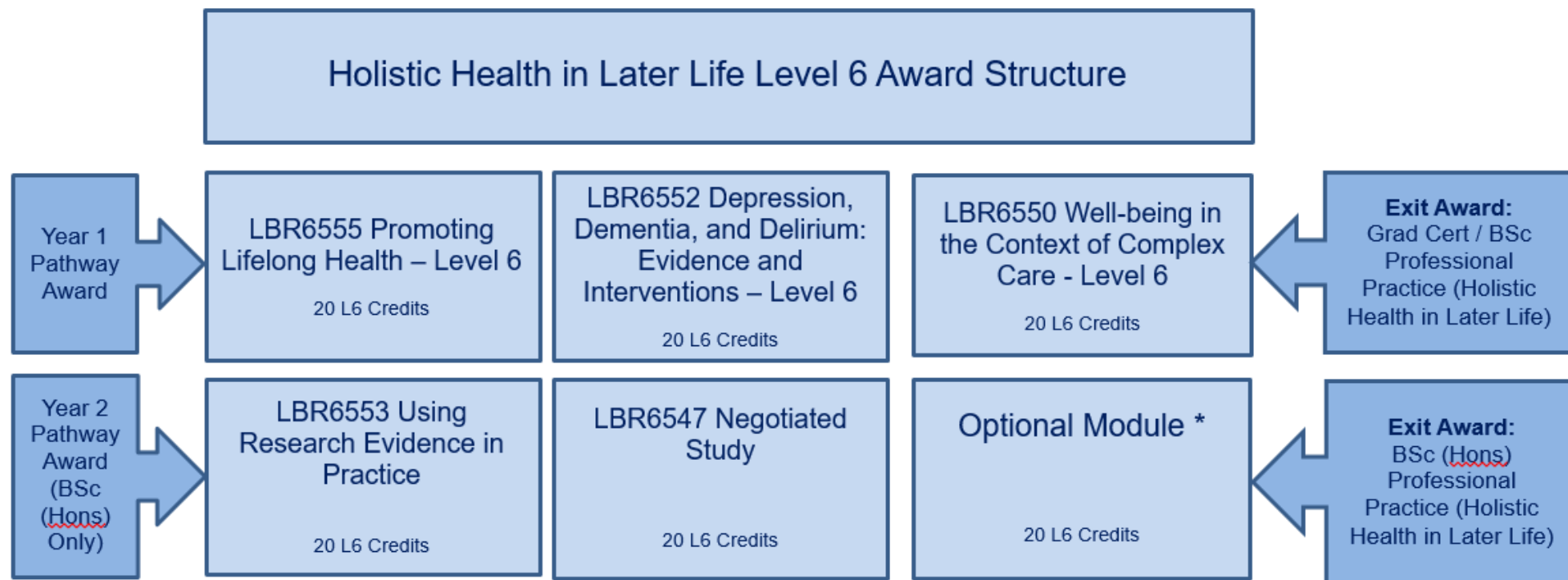
Level 6 Optional Modules	LBR6577 Introduction to Palliative and End of Life Care – Level 6	LBR6582 Rediscovering Essentials of Psychological and Emotional Care – Level 6	LBR6573 Developing Surgical First Assistance – Level 6
Credit level (ECTS value)	20 (10)	20	20 (10)
Study Time (%) S/GI/PL	60/40/00	36 contact hours	60/40/00
Assessment method	Written case study	Reflective case study	Written assignment Competency assessment
Assessment scope	3000 words	3000 words	2500 words plus competency assessment document
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard blended	Online	Blended
Learning Outcomes	1. Critically explore the concept of palliative and end of life care and its application to practice	1. Discuss strategies to increase self-awareness and enhance communication skills.	1. Critically discuss the professional, legal and ethical issues in relation to the role of the Surgical First Assistant, drawing upon current and past legislation, standards, and codes of professional practice.
	2. Utilise theory and research to critically analyse the holistic management of patients with complex palliative and end of life needs	2. Critically analyse the concept of emotional intelligence and its application in healthcare contexts.	2. Integrate the knowledge and skills of advancing surgical practice to the assessment, planning, management and evaluation of patient care as a member of the wider surgical team
	3. Critically discuss the issues associated with recognition of approaching end of life	3. Investigate common psychological difficulties and explain their relevance to the provision of holistic healthcare.	3. Demonstrate competence when performing in the role of Surgical First Assistant
		4. Recommend appropriate evidence based psychological interventions to reduce patient and practitioner distress.	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☐
Linked PSRB (if appropriate)	N/A	N/A	Yes – The Perioperative Care Collaborative (2012)

Level 6 Optional Modules	LBR6583 Profiling Experimental Learning – Level 6	LBR6579 Introduction to Epilepsy Care and Management – Level 6	LBR6574 Analysing the High Dependency Care (Level 1 and 2 Critical Care) of Children and Young People – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20(10)
Study Time (%) S/GI/PL	20/40/00	40/60/00	
Assessment method	Written reflective assignment	Essay	Case study assignment
Assessment scope	3000 words	3000 words	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Online	Standard Blended
Learning Outcomes	1. Reflect on and critically analyse the learning that has occurred as a result of experience.	1 Identify specific seizure types and differentiate between true seizures and non-epileptic seizures	1. Demonstrate a systemic approach to the assessment of the child and young person with Level 1 and 2 critical care needs
	2. Critically analyse that experiential learning in the context of current theoretical frameworks.	2 Provide a critical discussion of appropriate management strategies as applied to a case study of the student's choice	2. Critically analyse the holistic care of the child and young person with Level 1 and 2 critical care needs
	3. Evaluate the impact of that learning on the your personal and professional practice.	3 Provide a critical examination of the social and psychological implications for individuals who live with severe epilepsy and support required to address these needs.	3. Critically analyse the current evidence base that underpins the care of the child and young person with Level 1 and 2 critical care needs
	4. Utilise the new knowledge gained to identify future learning needs and develop an action plan as appropriate.	4 Analyse research findings and national guidance related to epilepsy care	
Programme Aim Links	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	
Linked PSRB (if appropriate)	N/A	N/A	N/A

Level 6 Optional Modules	Leading the implementation of excellence in Care and Patient Safety – Level 6	LBR6581The individualised care of multiple birth families from conception to 1 year. – Level 6	LBR651 Minor Injury – Level 6
Credit level (ECTS value)	20(10)	20(10)	20(10)
Study Time (%) S/GI/PL	60/40/0	60/40/0	60/40/0
Assessment method	Written essay	Poster	Justified OSCE
Assessment scope	3000 words.	3000 words equivalent	1 hour
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	online	Standard Blended
Learning Outcomes	1. Apply concepts from the literature to propose areas of excellence /quality improvement in practice.	1. Critically analyse the factors that influence the growth and development of multiples.	1. Apply a systematic, evidence based approach to the assessment of minor injuries; showing an appreciation of relevant anatomy and physiology.
	2. Critically reflect on personal and professional development requirements for enhancing the quality of care.	2. Analyse the care provided to meet the specific needs of multiple birth families.	2. Construct an individualised patient assessment to facilitate interpretation of clinical findings, within the ethical and legal frameworks governing autonomous practice.
	3. Employ theories from the literature to formulate person- centred leadership strategies for quality improvement and enhancing safety of care in day – to – day practice, acknowledging the contribution of inter- professional roles.	3. Explore the role of the health care professional in promoting healthy relationships.	3. Justify required investigations relating to the presentation of specific minor injuries to aid diagnosis and treatment.
	4. Critically evaluate the effectiveness of strategies for implementing and sustaining safe, quality practice.	4. Critically explore the ethical, legal and professional issues in the care of multiple birth families.	4. Clinically justify therapeutic interventions in minor injury presentations using best evidence available.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Level 6 Optional Modules	LBR6519 Health Assessment		
Credit level (ECTS value)	20(10)		
Study Time (%) S/GI/PL	60/40/0		
Assessment method	Justified OSCE		
Assessment scope	1 hour		
Assessment week			
Feedback scope	20 working days following submission		
Delivery mode	Standard Blended		
Learning Outcomes	1. Apply an evidence-based systems approach to history taking in a range of clinical areas.		
	2. Apply an evidence-based systems approach to physical examination and mental health assessment in a range of clinical areas.		
	3. Critically evaluate and document findings considering legal and ethical frameworks and the requirements of the multidisciplinary team.		
Programme Aim Links	4. 1☑ 2☑ 3☑ 4☑ 5☑		
Linked PSRB (if appropriate)	N/A		

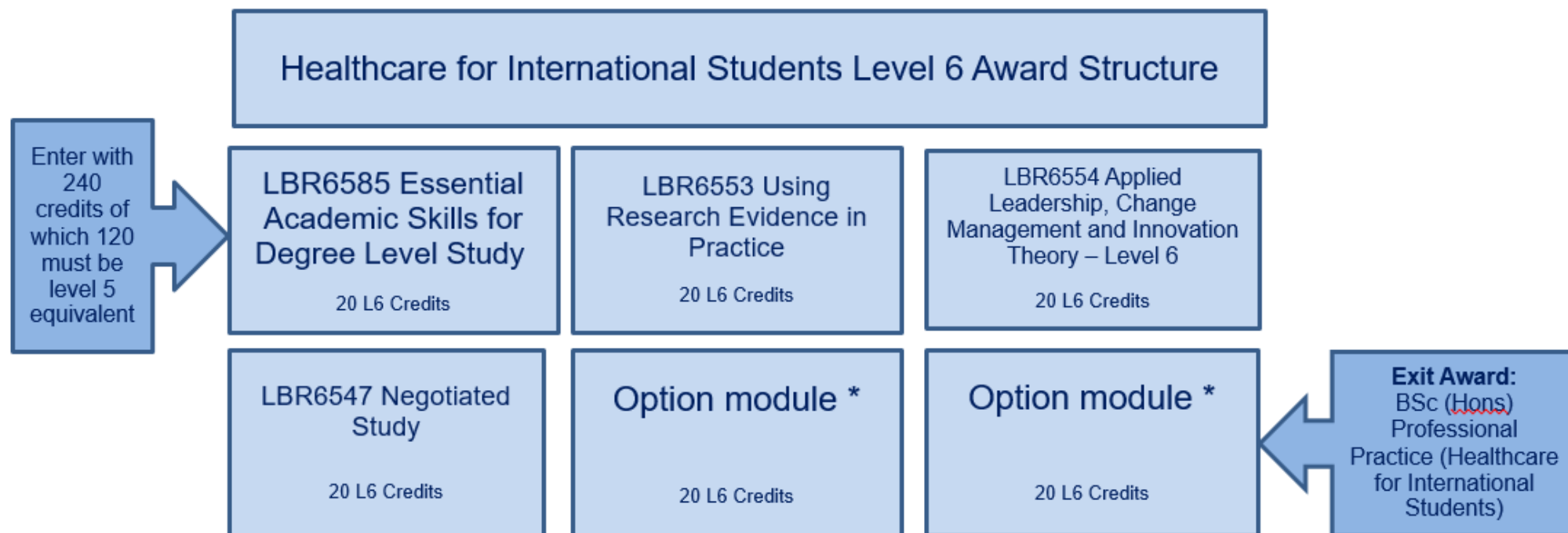
Holistic Health in Later Life Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6555 Promoting Lifelong Health – Level 6	LBR6552 Depression, Dementia, and Delirium: Evidence and Interventions – Level 6	LBR6550 Well-being in the Context of Complex Care – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Written assignment	A reflective diary, written or audio-visual.	Moodle-based Narrative Assessment.
Assessment scope	3000 words	3000 words or equivalent	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	1. Analyse the factors that contribute to well-being or chronic ill health in old age	1. Engage with people with mental health problems, family carers and interdisciplinary colleagues, sharing knowledge and contributing to problem solving	1. Critically reflect on the experiences and quality of life of people living with multi-morbidity
	2. Critique strategies designed to promote health of individuals and communities	2. Critically explore the theoretical perspectives that guide professionals in their approaches to emotional distress and mental disorder	2. Analyse the impact of interactions between co-morbidities and psychosocial factors involved in chronic and complex ill-health
	3. Design evidence based interventions to promote well-being in individuals and communities	3. Evaluate the evidence base which underpins a range of creative therapeutic interventions designed to promote the well-being of older people	3. Use evidence and relationship-centred values to design tailored care responses that respond to the priorities of older people with multiple healthcare needs
	4. Evaluate theoretical perspectives on health promotion in relation to practice realities	4. Analyse barriers to cultural change and evaluate strategies that empower individuals within organisations	4. Critically evaluate initiatives that promote empowerment of older people and self-management of complex conditions
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☐
Linked PSRB (if appropriate)	N/A	N/A	N/A

Healthcare for International Students Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Option module to be selected from the following:

- Pain management
- Epidemiology (public health programme)
- Global perspectives (public health programme)
- Contemporary Issues (public health programme)
- Nutrition
- Other appropriate negotiated module

Level 6 Core Modules	LBR6585 Essential Academic Skills for Study – Level 6	LBR6553 Using Research Evidence in Practice – Level 6	LBR6554 Applied Theories of Leadership, Innovation and Change Management – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20(10)
Study Time (%) S/GI/PL	60/40/00	60/40/0	40/60/00
Assessment method	Written assignment	Written assignment	Oral examination
Assessment scope	3000 words	3000 words	Up to 30 minute duration
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Online	Blended learning	Blended learning
Learning Outcomes	1 Critically analyse and reflect on own strengths, limitations, performance and personal and contextual factors which have an impact on your identified academic learning needs and desired progression outcomes	1. Examine the process of devising an answerable question arising from clinical practice.	Critically examine the concepts of communication, professionalism, multi-disciplinary and collaborative team working to improve innovative practice across the health and social care sector.
	2 Articulate, with reference to appropriate literature, the process of your personal and professional development.	2. Implement strategies for accessing and retrieving sources of relevant evidence	
	3 Demonstrate in line with the marking criteria for level 6 an appropriate writing style and structure with sources accurately referenced in line with the Faculty of Health, Education and Life Sciences referencing policy	3. Critically analyse and evaluate sources of evidence using appropriate frameworks.	2. Critically analyse the application of conceptual and theoretical frameworks of leadership, change management and innovation to enable personal development across these areas of practice
		4. Demonstrate a critical understanding of the knowledge and skills required to successfully implement evidence into practice.	
Programme Aim Links (appropriate)	1☐ 2☐ 3☐ 4☑ 5☑	1☐ 2☐ 3☐ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Level 6 Core Modules	LBR6547 Negotiated Study – Level 6		
Credit level (ECTS value)	20 (10)		
Study Time (%) S/GI/PL	20/80/00		
Assessment method	Oral examination		
Assessment scope	Up to 30 minute duration		
Assessment week			
Feedback scope	20 working days following submission		
Delivery mode	Tutorial led		
Learning Outcomes	1. Critically analyse the contemporary literature relating to your chosen topic.		
	2. Formulate arguments to demonstrate in depth knowledge relating to your chosen topic		
	3. Analyse how this learning has supported or developed knowledge and practice.		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑		
Linked PSRB (if appropriate)	N/A		

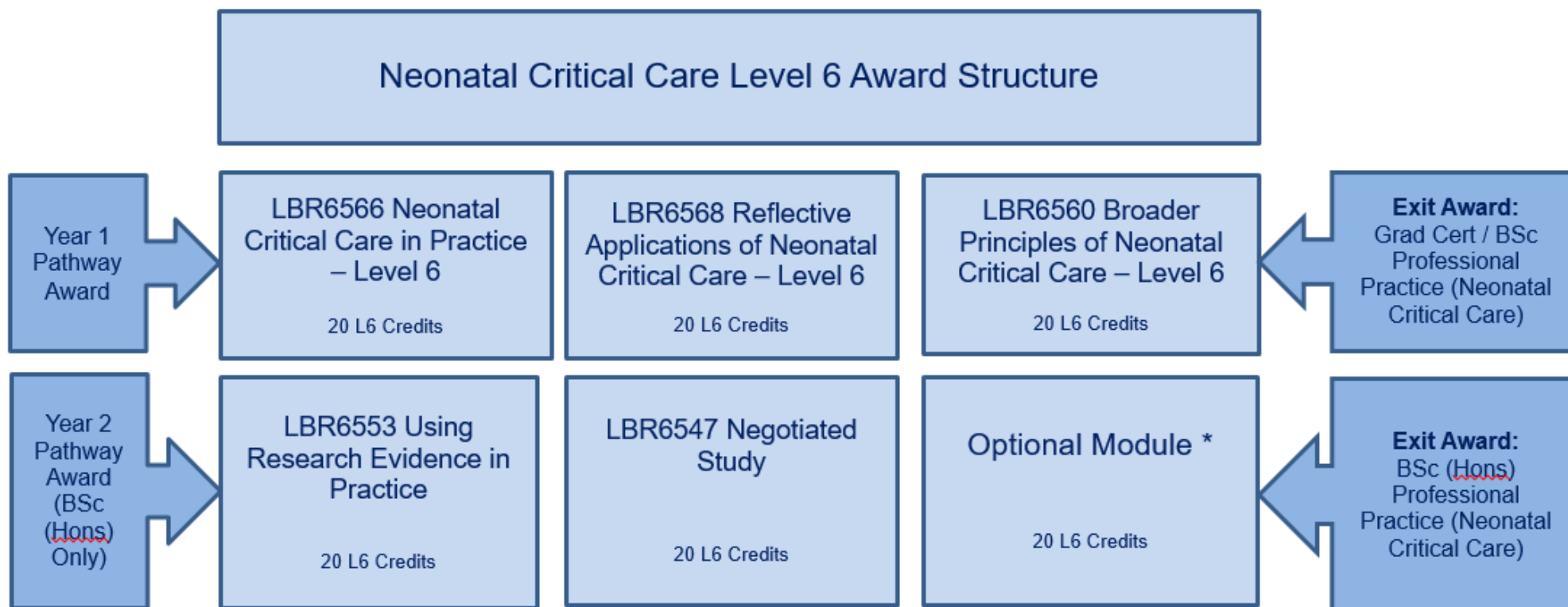
Infection, Prevention and Control Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6556 Applied Microbiology, Healthcare Epidemiology and Surveillance – Level 6	LBR6551 Critical review of Decontamination Methods, Estates and Facilities – Level 6	LBR6554 Applied Leadership, Change Management and Innovation Theory – Level 6
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	40/60/00	40/60/00	40/60/00
Assessment method	Exam	written assignment	Presentation
Assessment scope	1.5 hours	3000 words	10 minute presentation
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	Identify, monitor and manage pathogenic micro-organisms, including alert and emerging sub-types and the immune response to infection	Critically analyse different methods of decontamination and critically discuss their use to ensure patient safety	Critically examine the concepts of communication, professionalism, multi-disciplinary and collaborative team working to improve innovative practice across the health and social care sector.
	Critically analyse how antimicrobial treatments work and the development anti-microbial resistance	Critically discuss the importance of planning, design and maintenance of buildings and facilities in relation to Infection Prevention and Control	Critically analyse the application of conceptual and theoretical frameworks of leadership, change management and innovation to enable personal development across these areas of practice.
	Critically analyse the use of healthcare epidemiology and surveillance in the prevention and control of healthcare associated infection	Critically analyse local decontamination policy and practice aligned to national standards and legislative frameworks and their wider impact on the local community environment	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Neonatal Critical Care Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6566 Neonatal Critical Care in Practice – Level 6	LBR6568 Reflective Applications of Neonatal Critical Care – Level 6	LBR6560 Broader Principles of Neonatal Critical Care – Level 6
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	70/30/00	65/45/00	65/45/00
Assessment method	Objective Structured Clinical Examination (OSCE)	Defended poster	Portfolio
Assessment scope	30 minutes	A1 size with 10 minutes defence	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended Skills workshops	Standard Blended	Standard Blended Clinical practice
Learning Outcomes	1. Justify the provision of evidence-based care of babies requiring intensive care, with effective use of equipment	1. Evaluate the evidence-based care for babies requiring critical care	1. Using evidence based practice, compare appropriate physiology to broader aspects of neonatal critical care
	2. Apply physiological knowledge to explain symptoms of altered states of neonatal health incorporating the applications of physiological information in selected areas of professional practice.	2. Consider the pathophysiology around diseases or conditions by critically analysing and demonstrating the best choice of practise in stabilising or resolving neonatal health	2. Appraise the factors surrounding withdrawal of life sustaining care and palliative care offered by examining appropriate evidence based practice
	3. Distinguish the pharmacological provision within care and examine this within the neonatal care setting	3. Relate neonatal critical care to the holistic aspect of developmental care	3. Evaluate ethical, political and professional issues surrounding the provision of neonatal care by highlighting how this impacts on clinical practice.
			4. With the use of evidence based research evaluate the short and long term care outcomes of neonatal care, utilizing the role of the healthcare team and their involvement along this journey
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☐
Linked PSRB (if appropriate)	N/A	N/A	N/A

Pain Management Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6572 Pain - Assessment, Physiology and Pharmacology – Level 6	LBR6569 Multi-dimensions of Pain Management – Level 6	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/0	60/40/0	
Assessment method	Oral examination	Patchwork text	
Assessment scope	Up to 30 minute duration	3000 words	
Assessment week	TBC	TBC	
Feedback scope	Written – 20 working days	Written – 20 working days	
Delivery mode	Blended learning	Blended learning	
Learning Outcomes	1.Critically debate the significance of appropriate pain management assessment strategies for use in the clinical setting	1.Critically debate the psychological concepts and context related to pain	
	2.Critically discuss the physiological processes associated with the transduction, transmission, modulation and perception of pain	2 Critically discuss the sociological concepts and context related to pain.	
	3.Utilise theory and research to critically evaluate the effectiveness of pharmacological interventions relating to the management of pain	3 Utilise theory and research to critically analyse the effectiveness and application of non-pharmacological pain management in psychological and sociological concepts.	
	4 N/A	4 N/A	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

Perioperative Practice Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6559 Managing Intraoperative Surgical Care – Level 6	LBR6561 Management and Care of the Patient in the Post-anaesthetic Care Unit – Level 6	LBR6557 Principles of Anaesthetic Care – Level 6
Credit level (ECTS value)	20	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	18/82
Assessment method	Oral examination	Portfolio	Objective Structured Clinical Examination (OSCE)
Assessment scope	Up to 30 minute duration	3000 word equivalent	1 hour
Assessment week		TBC	
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Electronic via Moodle– 20 days
Learning Outcomes	1. Demonstrate communication skills required to be an effective intraoperative practitioner	1. Analyse the key principles of post-operative care delivery	1. Demonstrate knowledge and skills required for the safe and consistent delivery of anaesthetic care
	2. Critically analyse the legal, ethical and professional issues and how these impact on the role of an intraoperative practitioner and the patient	2. Critically evaluate post-anaesthetic care delivery, using the contemporary literature base	2. Evaluate the knowledge and skills of anaesthetic care to the assessment, planning, management of patient care as a member of the wider multidisciplinary team using an evidence based approach.
	3. Use an evidence based approach to analysis the provision of safe surgical care of the patient undergoing surgical intervention	3. Demonstrate knowledge and skills required for the delivery of individualised patient care in the post-anaesthetic care unit setting	3. Critically justify the rationale for the preparation of specialist anaesthetic equipment and techniques for the care of complex and deteriorating patients in the anaesthetic care setting.
	4. Identify how professional development, risk management and leadership skills improve patient and staff safety.		
Programme Aim Links	1☑ 2☑ 3☐ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Substance Misuse Route – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6570 Introduction to Substance Use and Misuse – Level 6	LBR6567 Working with Dual Diagnosis – Level 6	LBR6564 Working with Diverse Substance Misuse Populations – Level 6
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Written assignment	Written assignment	Written assignment
Assessment scope	3000 words	3000 words	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	e-learning	e-learning	e-learning
Learning Outcomes	1. Explore and contrast theoretical concepts of addiction using bio-psychosocial models and perspectives	1. Discuss the relationships between mental health and substance use presentations	1. Identify the needs of unique groups/populations using or misusing substances
	2. Construct a holistic and comprehensive plan of care for a service user using or misusing substances	2. Formulate intervention plans for common dual diagnosis presentations	2. Contrast how different substance misuse approaches can be utilised in diverse populations.
	3. Appraise legal frameworks of substance use and misuse in the UK	3. Identify the interplay of physical, psychological, and social impacts associated with dual diagnosis presentations	3. Reflect on challenges or barriers to treatment access in substance misuse for diverse groups or populations
	4. Critically analyse the evidence base for substance misuse interventions	4. Utilise reflective practice to critically evaluate treatment approaches in dual diagnosis	4. Be able to convey complex information to professional and public audiences.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☐
Linked PSRB (if appropriate)	N/A	N/A	N/A

Tissue Viability Route – Level 6



* LBR6580 Wounds Affecting the Lower Leg – Level 6 (20 L6 C)

* LBR6571 Debridement and Advanced Wound Care – Level 6 (20 L6 C)

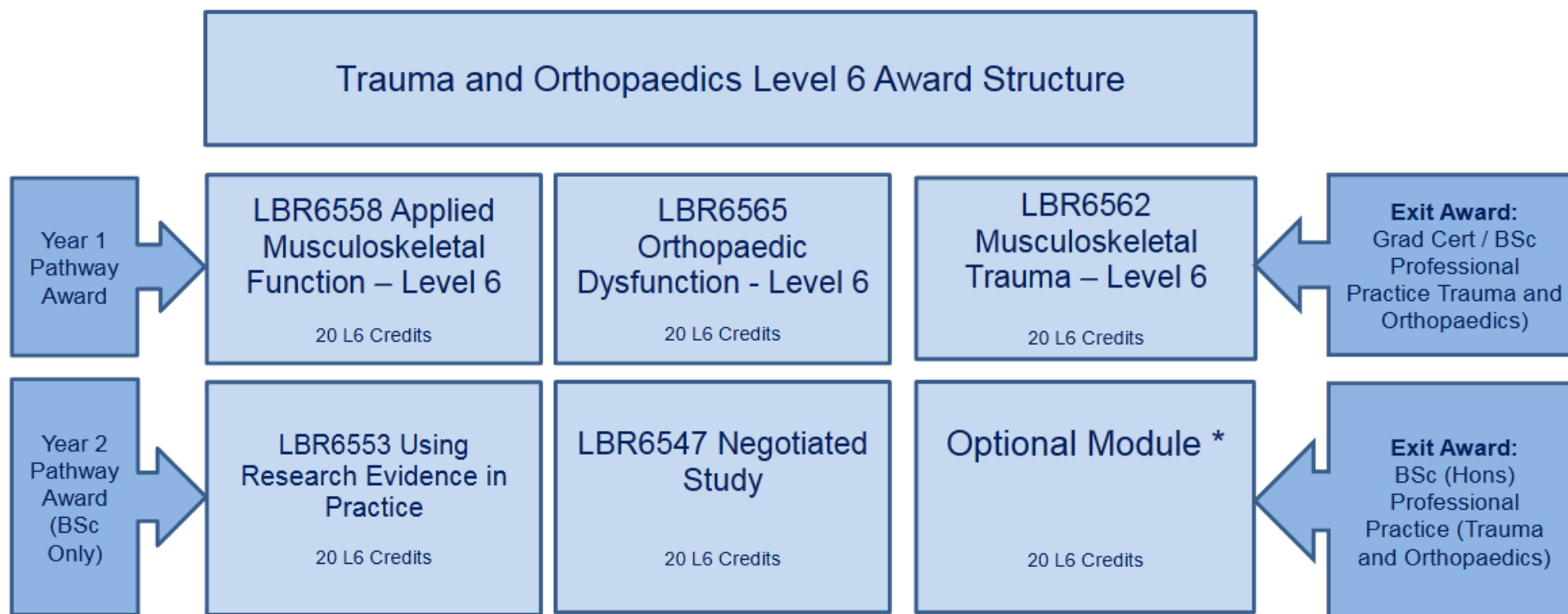
* LBR6575 Pressure Injuries Prevention and Treatment – Level 6 (20 L6 C)

** Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 6 Core Modules	LBR6578 Wound Care Theory and Practice – Level 6		
Credit level (ECTS value)	10		
Study Time (%) S/GI/PL	40/60/00		
Assessment method	Written assignment		
Assessment scope	3000 words		
Assessment week			
Feedback scope	20 working days following submission		
Delivery mode	Standard Blended		
Learning Outcomes	1. Critically examine the process of wound healing		
	2. Explore and critically analyse evidence based wound management options relating to a specific wound type		
	3. Critically reflect on your own practice and those of other related disciplines in the care of the patient with a wound		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑		
Linked PSRB (if appropriate)	NA		

Level 6 Optional Modules	LBR6571 Debridement and Advanced Wound Care – Level 6	LBR6575 Pressure Injuries: Prevention and Treatment – Level 6	LBR6580 Wounds Affecting the Lower Leg – Level 6
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	E-portfolio	E-portfolio	Written Assignment
Assessment scope	3000 word equivalent	3000 word equivalent	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	1. Consolidate and extend knowledge of the debridement process into the clinical situation	1. Critically assess the Care processes related to prevention and treatment of pressure injuries.	1.Critically discuss the assessment processes required to diagnose wounds to the lower leg
	2. Explore and critically analyse evidence based wound care options	2. Explore and critically analyse the evidence base relating to pressure injuries.	2.Critically examine the evidence based care required to manage a wound to the lower leg
	3. Critically discuss the requirements needed to develop and enhance the tissue viability service in relation to advanced wound care	3. Critically appraise the quality agenda related to pressure injuries.	3.Critically review how care is provided locally by the multidisciplinary team
			4.Develop a strategy for on-going service development
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

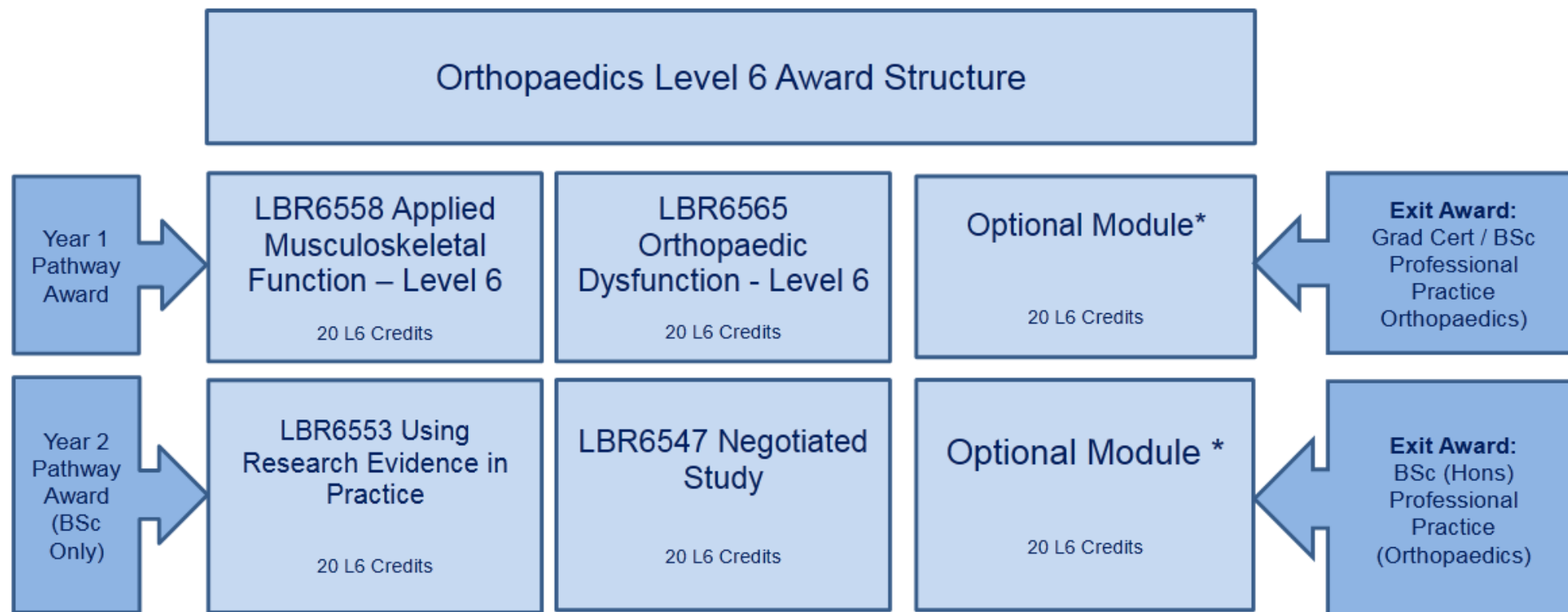
Trauma and Orthopaedic Routes – Level 6



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

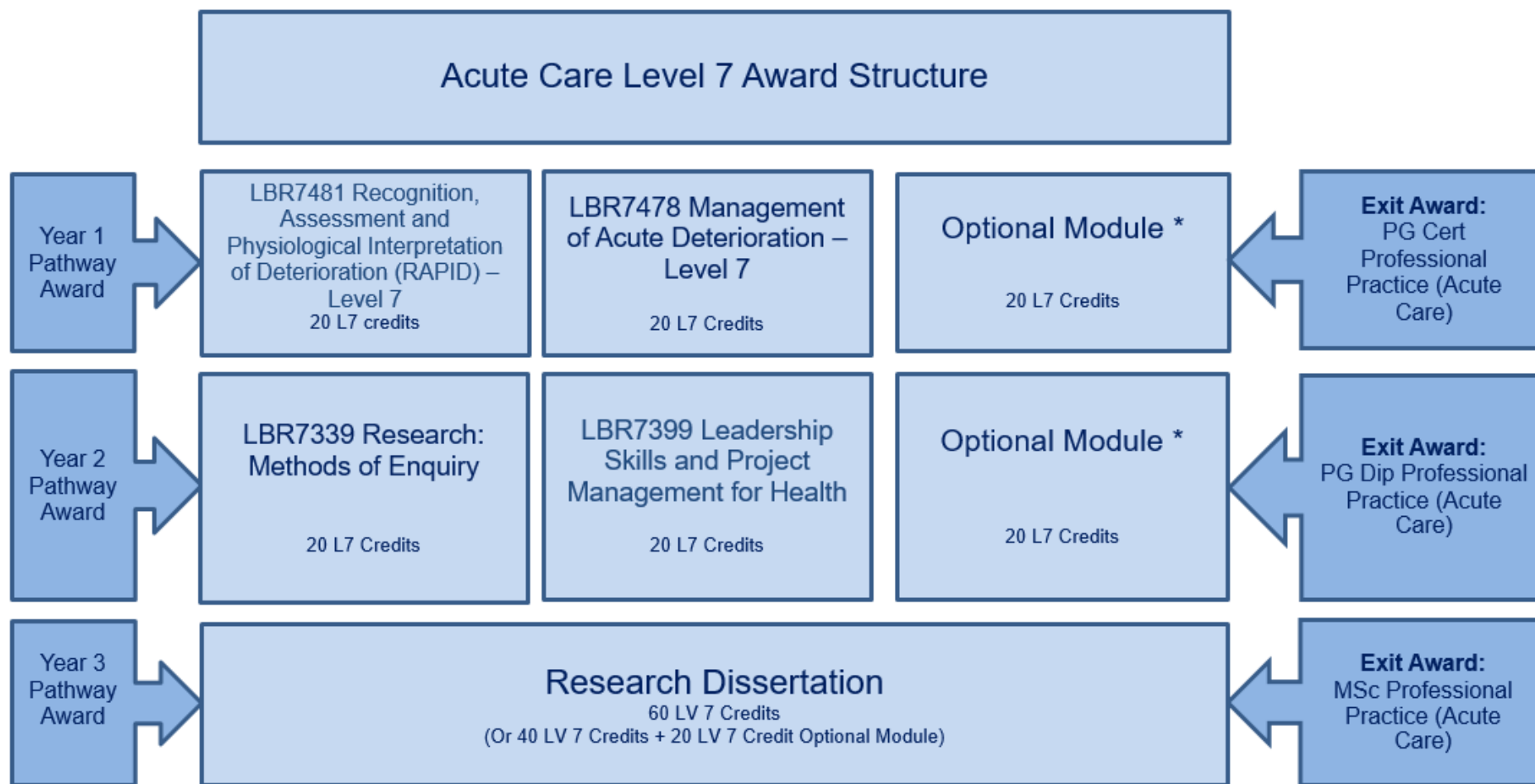
Level 6 Core Modules	LBR6558 Applied Musculoskeletal Function – Level 6	LBR6565 Orthopaedic Dysfunction – Level 6	LBR6562 Musculoskeletal Trauma – Level 6
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Written Examination	Written Assignment	Oral examination
Assessment scope	1.5 hours To complete the module successfully you must pass all learning outcomes.	3000 word written assignment To complete the module successfully you must pass all learning outcomes.	Up to 30 minute duration
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	1. Critically examine and explore the normal musculoskeletal anatomy and physiology. 2. Critically analyse practice based methods employed to assess musculoskeletal function 3. Critically examine health promotion strategies utilised by health care practitioners to optimise musculoskeletal health. 4. Critically explore the pharmacological agents used in musculoskeletal practice and their effects on the musculoskeletal system.	1. Critically examine the epidemiology and pathophysiology of the orthopaedic disease processes 2. Critically examine the management of the orthopaedic patient in regard to assessment, treatment and potential complications 3. Critically explore the roles within the orthopaedic interdisciplinary team in relation to the orthopaedic patient	1. Critically explore the mechanism and pathophysiology of traumatic injury 2. Critically examine the resuscitation and stabilisation of the major trauma patient 3. Critically analyse the psycho-social consequences of traumatic injury. 4. Critically explore the physical and psychological rehabilitation of the individual following major traumatic injury
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

Level 7 Routes

Level 7 Programme				
Entry Requirements and pre-requisites, co-requisites & exclusions	Accreditation of Prior Experience or Learning (APEL)	Study Time Breakdown		Exit award(s)
<ul style="list-style-type: none"> ➤ All students must be working in an appropriate environment in order to fully engage with the chosen modules. ➤ In addition, students undertaking clinical subject pathway modules and awards normally have a minimum of six months post registration experience in the speciality. ➤ For entry into the Post Graduate Certificate students must have a relevant Bachelor's degree or equivalent or a 60 credit Level 6 award in an appropriate subject area. Applicants with evidence of successfully completed Level 6 study within the preceding 2 years and a minimum of 5 years' experience in the pathway speciality will also be considered. ➤ Students undertaking modules as standalone rather than as part of an award may do so regardless of number of previous credits as long as they are working in an appropriate area to achieve that module's learning outcomes and have evidence of successfully completed Level 6 study. ➤ Where appropriate students may be asked to provide a written pre-course assessment set by the subject pathway award leader for assessment in order to allow assessment of the students' academic ability prior to commencing study. 	<p>Opportunities exist for APEL. These are considered a on an individual basis. The Professional Navigators in the Personal Development Department can advise and assist with this.</p>	Scheduled learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks)	60%	<ul style="list-style-type: none"> • Post graduate Certificate Professional Practice (<i>route specific title</i>) • Postgraduate Diploma Professional Practice (<i>route specific title</i>) • MSc Professional Practice (<i>route specific title</i>) • Module credits <p>See previous summary for list of routes available on page 7</p>
		Guided Independent learning (including non-time constrained blended tasks & reading and assessment preparation)	40%	
		Placement (including external activity and study abroad)	0%	
		Impact of options (indicate if/how optional choices will have a significant impact)	<p>The above is a guide only. It will vary depending on the Students module choice.</p>	

<ul style="list-style-type: none"> ➤ In order to prevent duplication of study, a student that has previously completed a Level 6 pathway cannot access the equivalent pathway at Level 7. ➤ A student who has completed the Level 6 version of a professional practice module (or similar module from a former programme or from another academic institution) within a preceding 5 year period cannot study the Level 7 version of that module. ➤ Students from overseas must demonstrate an IELTS of 6 in each area. 				
---	--	--	--	--

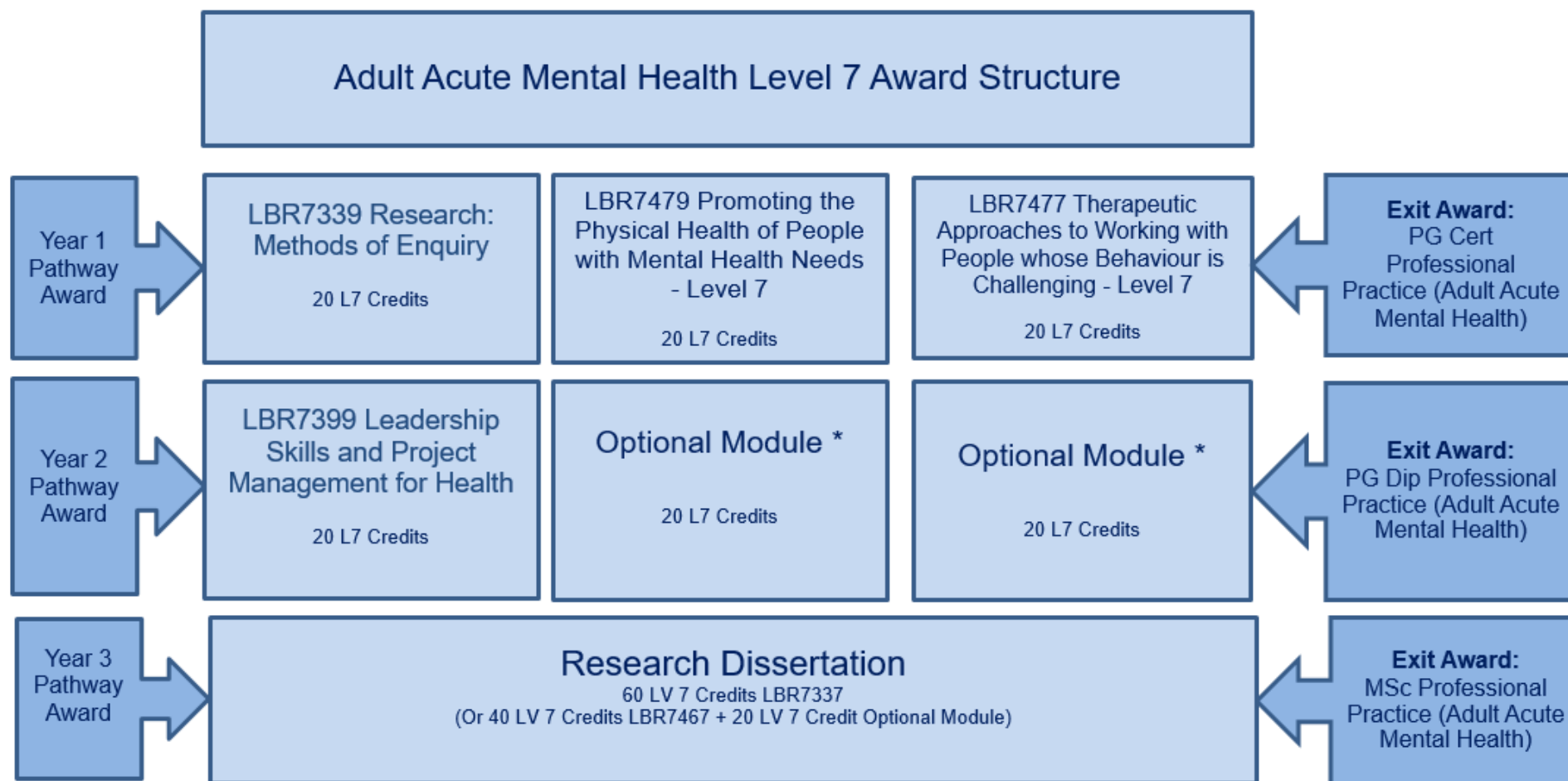
Acute Care Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7481 Recognition, Assessment and Physiological Interpretation of Deterioration (RAPID) – Level 7	LBR7478 Management of Acute Deterioration – Level 7	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/0	60/40/0	
Assessment method	Oral examination	Written Assignment	
Assessment scope	Up to 30 minute duration	3000 words	
Assessment week	TBC	TBC	
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Standard Blended	Standard Blended	
Learning Outcomes	1. Assess, recognise and interpret early physiological deterioration in observations in an acutely ill adults with a complex health history	1. Critically analyse the interventions required by an adult who experiences acute deterioration who has a complex health history, utilising physiology and pathophysiology theory.	
	2. Critically evaluate the impact of an acutely ill adult's comorbidities and pharmacology on the course of their deterioration	2. Find, evaluate and synthesis current theory and research to critically appraise the management of an adult experiencing acute deterioration	
	3. Utilise theory and research to critically evaluate effective methods of articulation and escalation for acutely ill adults and formulate strategies for doing this	3. Formulate and construct a clear articulation of your role in ensuring evidence based interventions are implemented as early as possible for an adult who presents with acute deterioration	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	NA	NA	

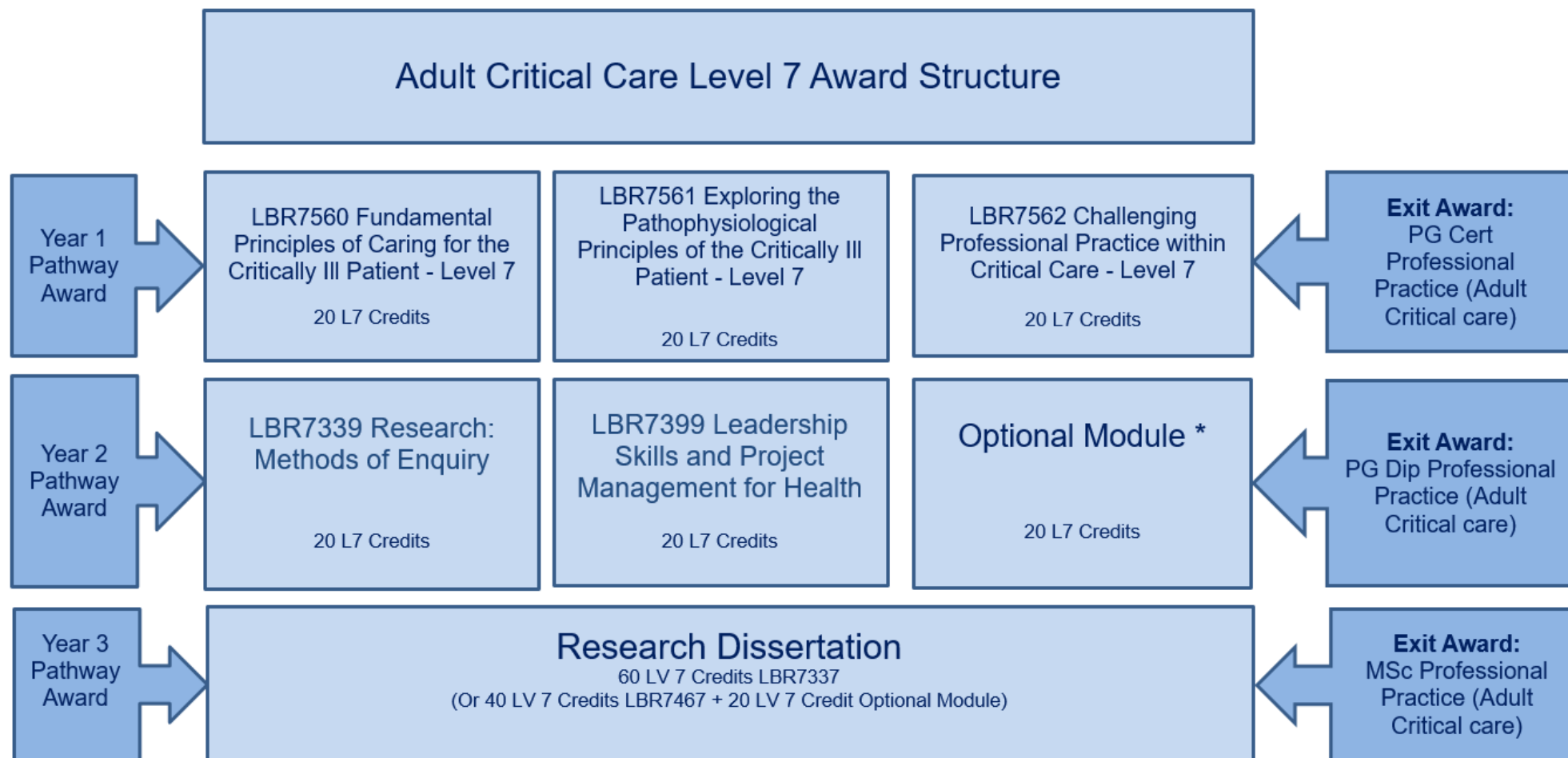
Acute Adult Mental Health Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7477 Therapeutic Approaches to Working with People whose Behaviour is Challenging – Level 7	LBR7479 Promoting the Physical Health of People with Mental Health Needs – Level 7	LBR7339 Research Methods of Enquiry
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	18/82/00
Assessment method	Viva Voce	Objective Structured Clinical Examination (OSCE)	Written essay producing either a research proposal for a primary piece of research OR a protocol for a systematic review
Assessment scope	30 minutes	30 minutes	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	Critically evaluate the arguments surrounding 'challenging behaviour' in relation to your own practice	Demonstrate critical awareness of factors influencing physical health outcomes and formulate and justify evidence based responses	Differentiate between quantitative and qualitative research approaches and paradigms in relation to the types of research question they are designed to address
	Critically evaluate approaches to therapeutic engagement that promote positive relationships with service users with personality disorders	Critically evaluate current practice, construct and justify possible alternative approaches.	Compose focused research questions and search strategies to locate evidence and identify gaps in the evidence base
	Compare and contrast alternative approaches to therapeutic engagement and justify the use of one therapeutic approach that maybe appropriate in your area of practice.	Demonstrate ability to assess a mental health service user with a range of physical health problems and collaboratively formulate an appropriate care plan	Critically appraise reviewed evidence to established hierarchies of evidence to distinguish between studies with robust or limited methodological integrity
	Formulate service-wide strategies that foster recovery-based and sustainable outcomes.	Demonstrate the ability to construct evidence based therapeutic interventions with a mental health service users experiencing a range of physical health problems	Rigorously justify a research design and its associated data collection and data analysis strategies to address a pertinent research question
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

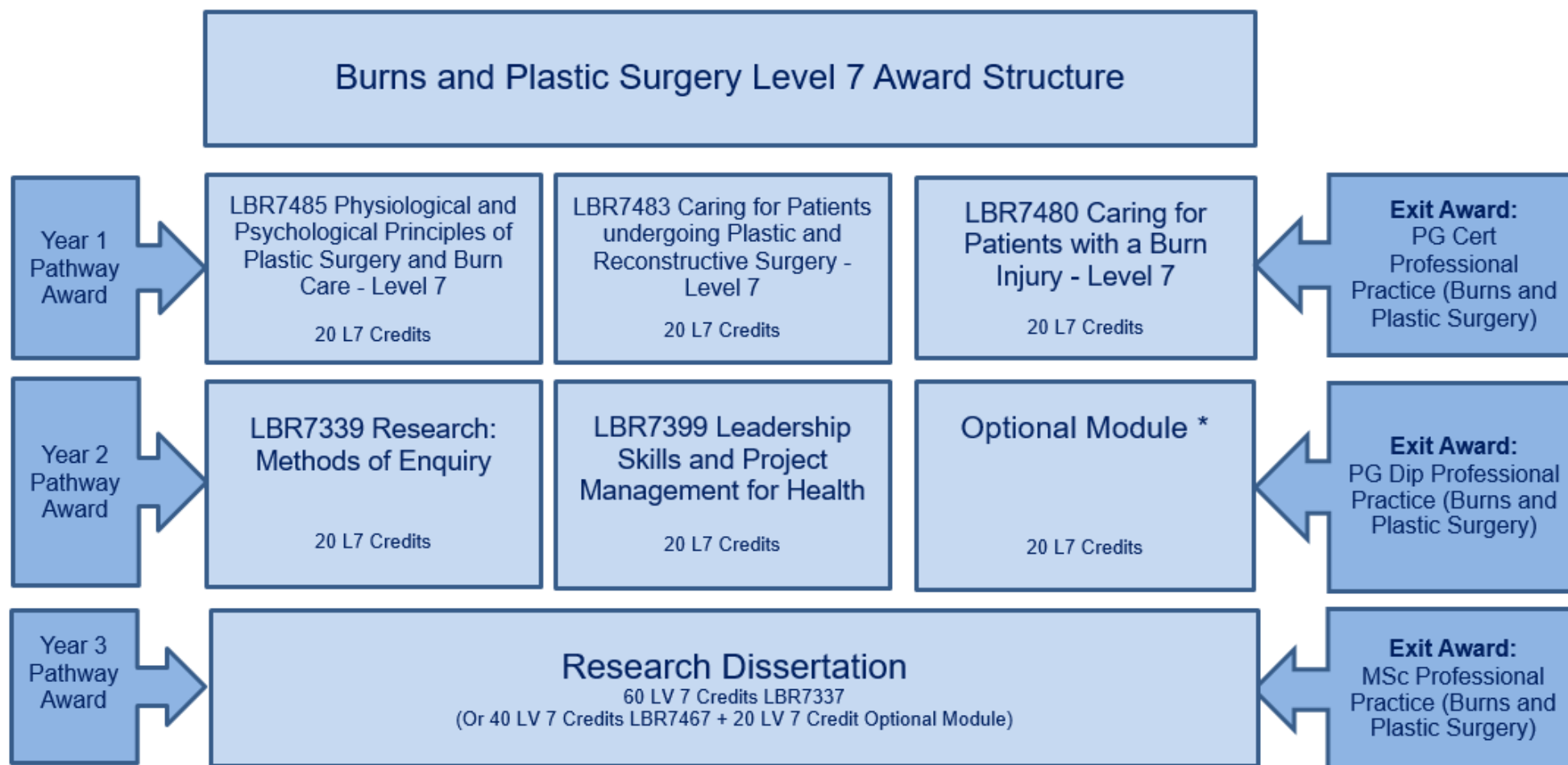
Adult Critical Care Route - Level 7



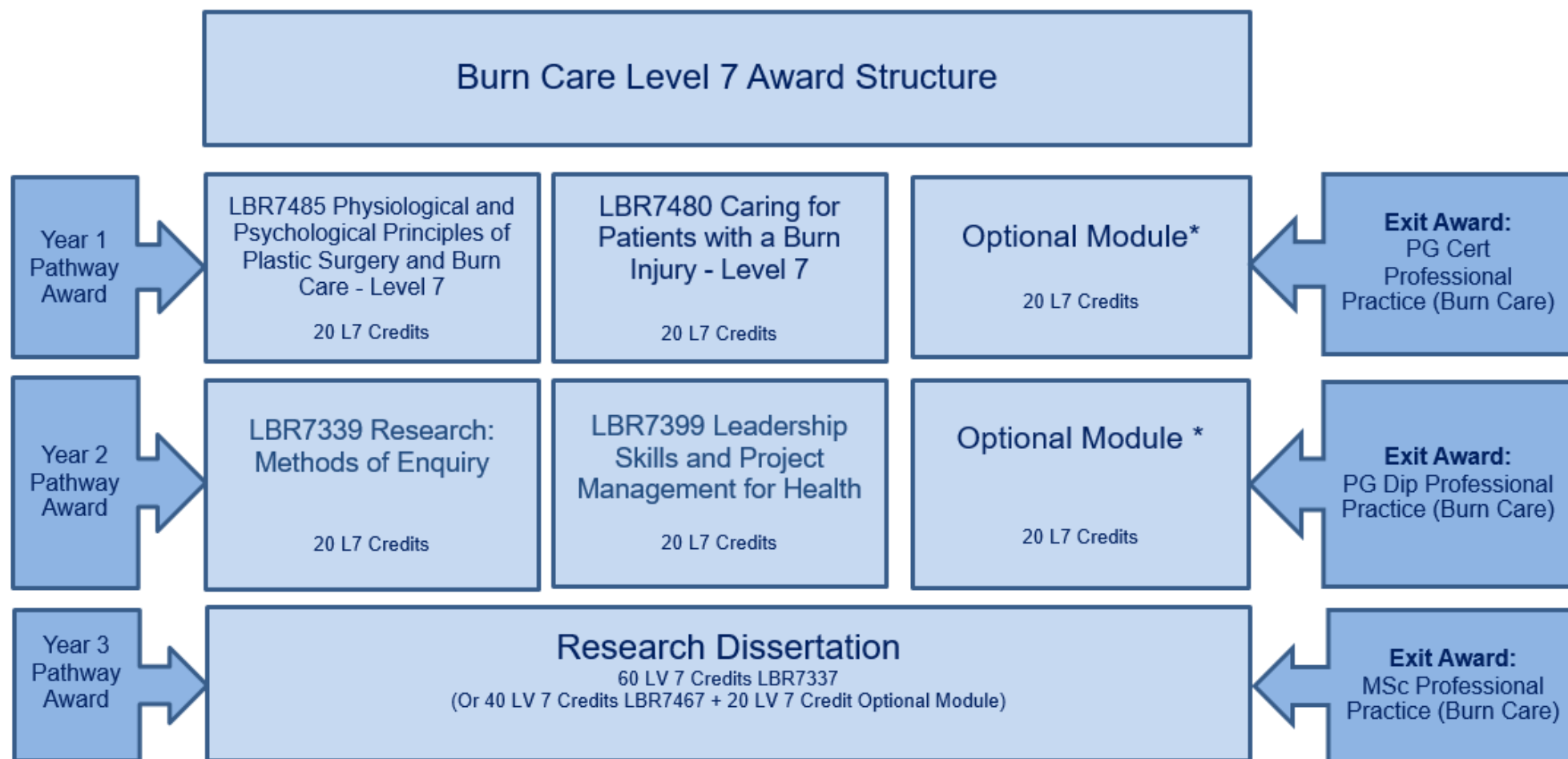
* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7560 Fundamental Principles of Caring for the Critically Ill Patient – Level 7	LBR7561 Exploring the Pathophysiological Principles of the Critically Ill Patient – Level 7	LBR7562 Challenging Professional Practice within Critical Care – Level 7
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Oral Examination	Written examination	Written Assignment & Competency Document
Assessment scope	30 minutes	30 minutes	3000 word assignment and competency document
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	Critically rationalise and demonstrate a comprehensive understanding of management interventions for a critically ill patient with reference to key physiological, nursing and pharmacological concepts.	Critically analyse and synthesise the key pathophysiological processes in relation to the critically ill patient requiring organ support.	Demonstrate a comprehensive understanding of the communication and psychosocial needs of the critically ill patient and their families.
	Critically appraise and synthesise relevant clinical evidence that informs the management interventions for the critically ill patient with organ dysfunction.	Critically evaluate and demonstrate mastery of clinical derived patient data to explain altered homeostatic mechanisms pertaining to the critically ill adult.	Critically reflect and systemically appraise your professional expertise, clinical judgment and ethical decision making skills used in the collaborative provision of critical care.
	Demonstrate a systematic understanding of investigative and therapeutic procedures for the critically ill patient.		Critically analyse and demonstrate in-depth understanding of strategies of leadership and communication and the influence of personal and professional values.
	Reflect on own practice and learning, and develop independent perspectives in the field of critical care in order to improve the care of critically ill patient with organ dysfunction.		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	National Standards for Critical Care Nurse Education (CC3N, 2016)	National Standards for Critical Care Nurse Education (CC3N, 2016)	National Standards for Critical Care Nurse Education (CC3N, 2016)

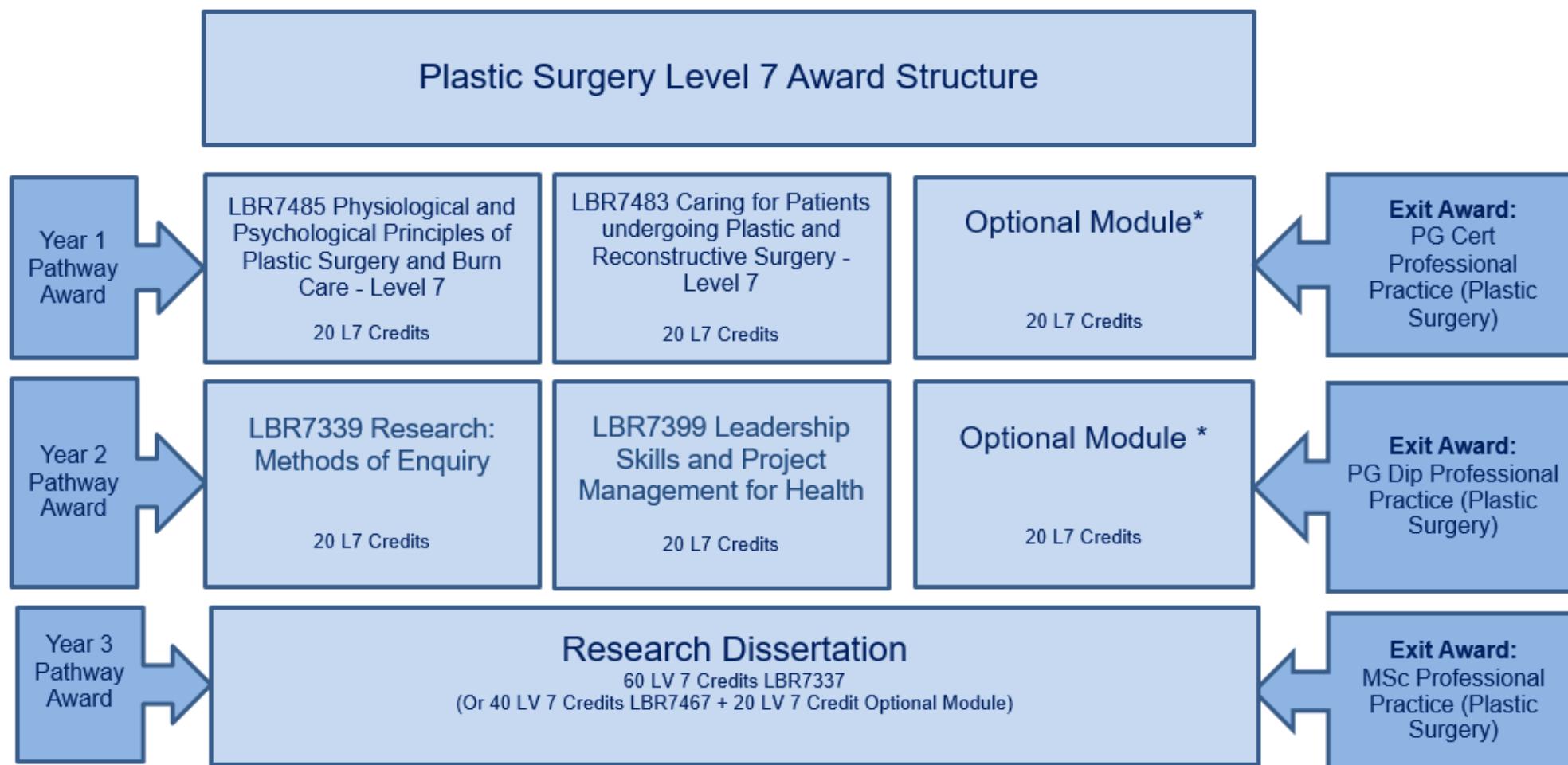
Burns and Plastic Surgery Routes – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



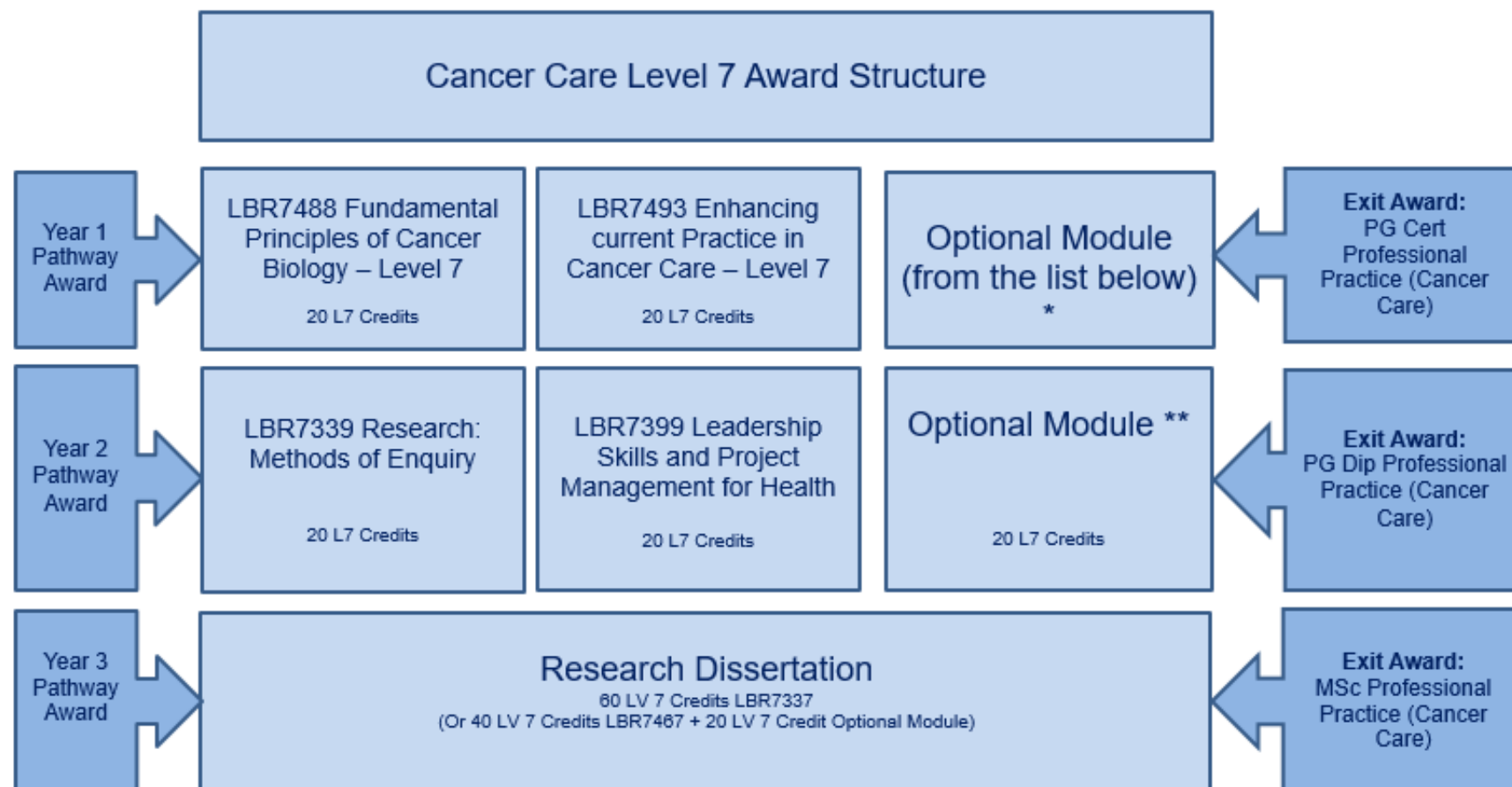
* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7485 Physiological and Psychological Principles of Plastic Surgery and Burn Care – Level 7	LBR7480 Caring for Patients with a Burn Injury – Level 7	LBR7483 Caring for Patients undergoing Plastic and Reconstructive Surgery – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	70/30/00	70/30/00	70/30/00
Assessment method	Patchwork assessment	Portfolio	Portfolio
Assessment scope	3000 word	3000 word equivalent	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Blended	Blended
Learning Outcomes	Formulate and construct a critical examination of the management of a range of skin grafts and skin flaps in relation to your speciality	Critically assess and evaluate a patient with a burn injury	Critically evaluate the literature surrounding the various procedures used in plastic and reconstructive surgery.
	Critically appraise and synthesise the key pathophysiological principles that underpin the care and treatment of patients undergoing reconstructive surgery	Critically appraise and evaluate the evidence base surrounding burn care	Synthesise the knowledge and skills required to care for a patient undergoing plastic and reconstructive surgery
	Critically evaluate your communication technique using relevant theory to identify areas for further development.	Integrate the knowledge and skills of burn care to the planning, delivery and evaluation of patient care as a member of the multidisciplinary team	Reflect and evaluate own practice and learning in the field of plastic and reconstructive surgery in order to improve the care of patients in this speciality
	Evaluate the psychological needs of patients undergoing reconstructive surgery and use relevant theory to devise appropriate interventions to meet those needs.	Reflect on and evaluate own practice and learning in the field of burn care in order to improve the care of patients with a burn injury	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

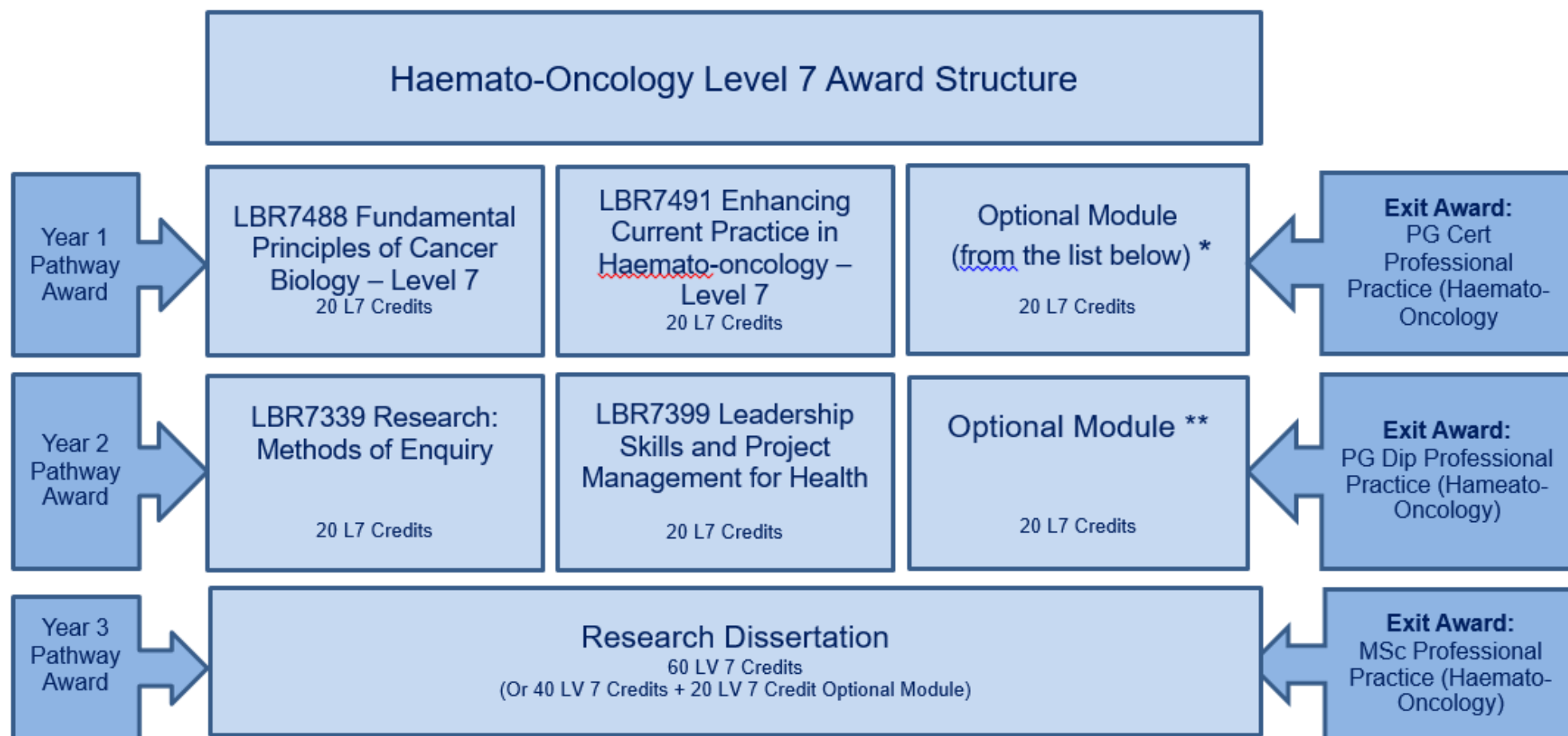
Cancer and Haemato – Oncology Routes



* LBR7496 The Impact of Living with and Beyond Cancer – Level 7 (20 LV 7 C)

* LBR7500 Systematic Anti-Cancer Drug Therapy: Leading Innovation in Practice and Care (20 LV 7 C)

** Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



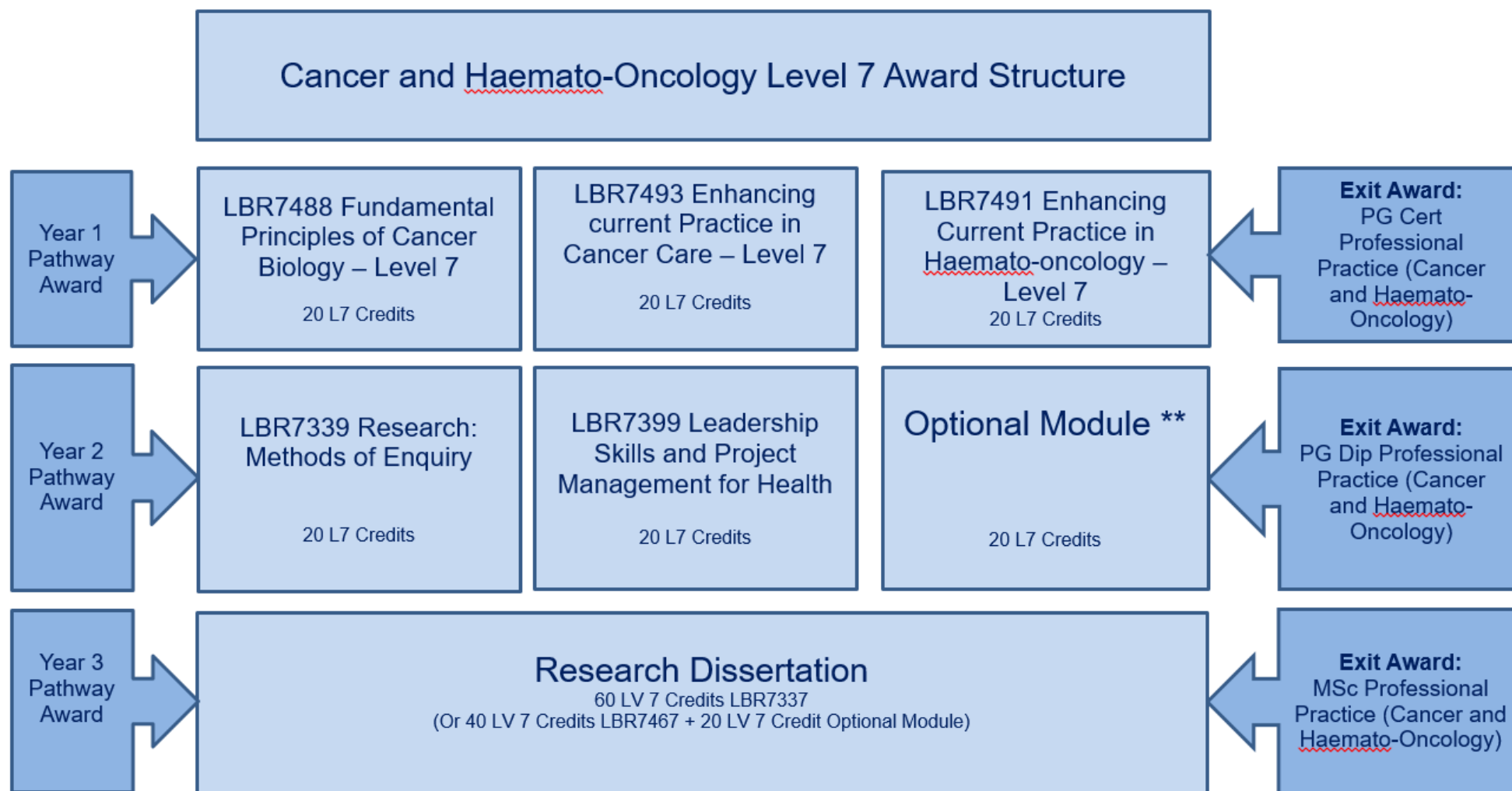
* LBR7493 Enhancing current Practice in Cancer Care – Level 7 (20 LV 7 C)

* LBR7500 Systematic Anti-Cancer Drug Therapy: Leading Innovation in Practice and Care (20 LV 7 C)

* LBR6549 Systematic Anti-Cancer Drug Therapy (Chemotherapy): Principles, Practice and Care (20 LV 6 C)

* LBR7498 Care of a Patient receiving a Stem Cell Transplant – Level 7 (20 LV 7 C)

** Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



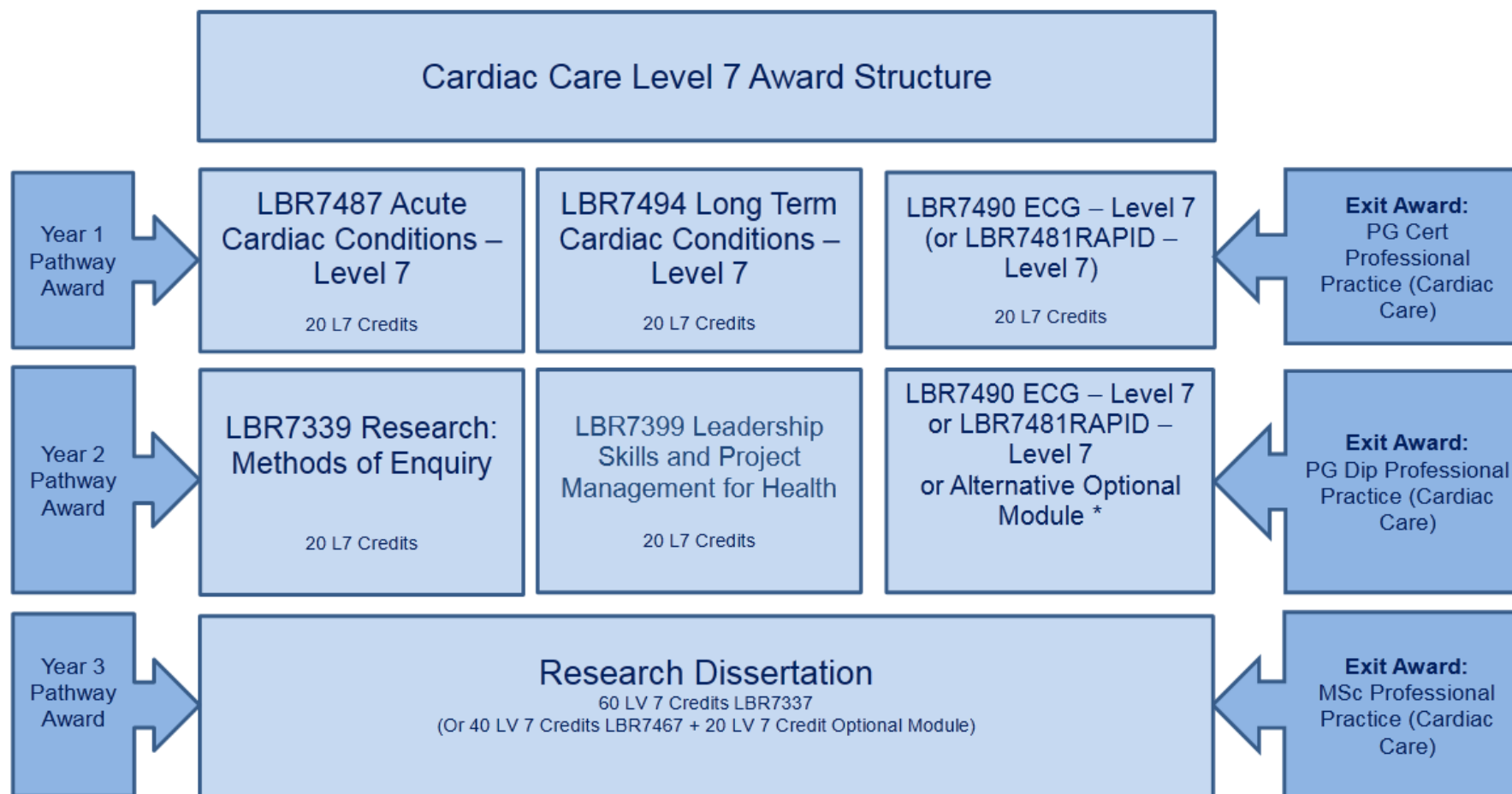
* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7488 Fundamental Principles of Cancer Biology – Level 7	LBR7493 Enhancing Current Practice in Cancer Care – Level 7	LBR7491 Enhancing Current Practice and Care in Haemato-Oncology – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Patchwork	Defended poster	Written essay
Assessment scope	3000 words	A1 size poster 1500 words maximum of 10 minutes for questions.	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	online	Standard Blended	Standard Blended
Learning Outcomes	1. Critically evaluate the scientific principles in relation to normal cell and malignant disease development.	1. Critically evaluate the essential knowledge and theory required to care for a patient undergoing treatment for a solid tumour.	1. Critically evaluate the essential knowledge and theory required to care for a patient undergoing treatment for a haematological malignancy.
	2. Compare how presenting features, pathophysiology, aetiology and epidemiology of malignant conditions relate to preventative and early diagnosis strategies.	2. Critically appraise current strategies in the treatment of solid tumours and evaluate the research underpinning the existing treatment approaches	2. Critically appraise current strategies in the treatment of haematological malignancies and evaluate the research underpinning the existing treatment approaches.
	3. Critically analyse how the diagnostic pathway impacts on malignant mortality rates.	3. Propose innovative evidenced based strategies and interventions for the management of a patient with a solid tumour diagnosis	3. Propose innovative evidenced based strategies and interventions for the management of a Patient with a haematological malignant diagnosis.
	4. Appraise the national policies surrounding prevention, early detection and reduction of mortality rates.	4. Critically evaluate the implementation process associated with your proposed strategies and interventions into your clinical practice area	4. Critically evaluate the implementation process associated with your proposed strategies and interventions into your clinical practice area.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Level 7 Optional Modules	LBR7500 Systemic Anti-cancer Drug Therapy (Chemotherapy): Leading Innovation in Practice and Care	LBR7496 The impact of Living with and Beyond Cancer – Level 7	LBR7498 Care of a Patient Receiving a Stem Cell Transplant – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Oral examination	Written assessment	E Portfolio
Assessment scope	Up to 30 minute duration	3000 words	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Online	Online
Learning Outcomes	1. Demonstrate a systematic and in-depth understanding of the principles of Systemic Anti-Cancer Therapy	1. Critically appraise the potential impacts experienced by cancer survivors and their family.	1. Critically appraise the essential knowledge and theory required to care for a patient undergoing high dose therapy and stem cell transplantation.
	2. Critically evaluate Systemic Anti-Cancer Therapy service delivery in relation to local/national guidelines.	2. Appraise attitude and cultural changes towards cancer survivorship.	2. Evaluate current protocols within high dose therapy and stem cell transplantation and evaluate the research underpinning the existing treatment approaches.
	3. Propose an innovative evidenced based approach and/or intervention within your Systemic Anti-Cancer Therapy service delivery.	3. Propose innovative evidenced based strategies and interventions for the management of a patient living with and beyond cancer	3. Propose innovative evidenced based strategies and interventions for the management of a patient undergoing high dose therapy and stem cell transplantation.
	4. Critically analyse the implementation process associated with your proposed approach and/or intervention into your clinical practice area	4. Critically evaluate the implementation process associated with your proposed service development intervention into your clinical practice area	4. Critically evaluate the implementation process associated with your recommended strategies and interventions into your clinical practice area.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑

Linked PSRB (if appropriate)	N/A	N/A	N/A
------------------------------	-----	-----	-----

Cardiac Care Route – Level 7

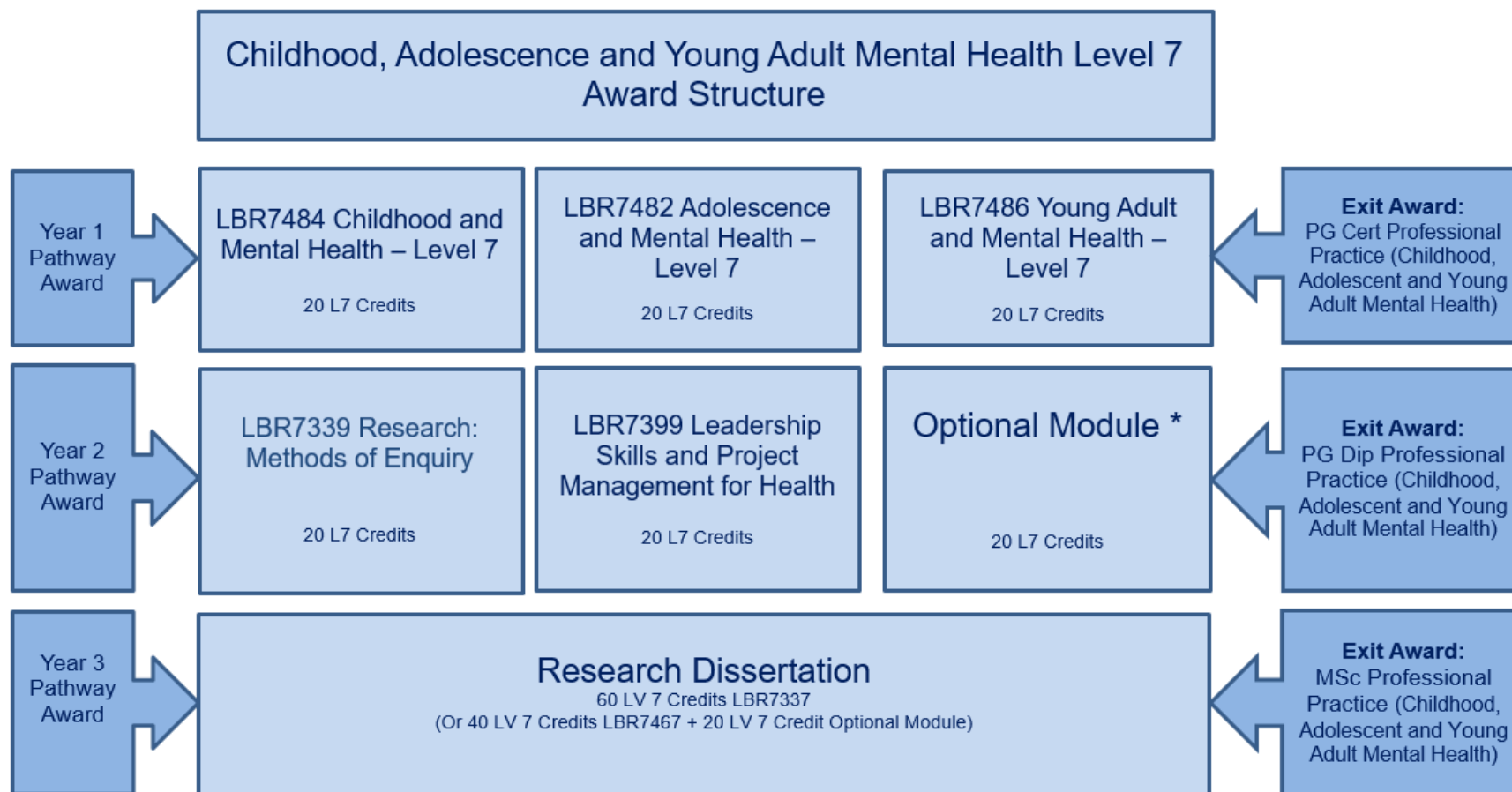


* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7487 Acute Cardiac Conditions - Level 7	LBR7494 Long Term Cardiac Conditions – Level 7	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/00	60/40/00	
Assessment method	Option 1: Case Study assignment or Option 2: Practice Based Portfolio	Oral examination	
Assessment scope	equivalent to 3000 words	Up to 30 minute duration	
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Standard Blended	Standard Blended	
Learning Outcomes	1. Interpret and explain the physiological processes associated with Acute Cardiac Conditions	1. Articulate a systematic understanding of the physiological processes related to Long Term Cardiac Conditions	
	2. Critically evaluate and justify the evidence based best practice management of patients with Acute Cardiac Conditions	2. Critically appraise and justify evidence based best practice management of patients with Long Term Cardiac Conditions	
	3. Critically reflect on and evaluate their own practice and learning in the field of Cardiac Care in order to improve the care of patients with an Acute Cardiac Condition	3. Critically analyse and justify their own responsibilities in the delivery of care for patients with Long Term Cardiac Conditions	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

Level 7 Optional Modules	LBR7490 ECG Interpretation and Arrhythmia Management - Level 7	LBR7481 Recognition, Assessment and Physiological Interpretation of Deterioration (RAPID) – Level 7	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/00	60/40/0	
Assessment method	Examination	Oral examination	
Assessment scope	1.5 hours	Up to 30 minute duration	
Assessment week		TBC	
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Standard Blended	Standard Blended	
Learning Outcomes	1. Interpret and explain the physiological processes of normal and abnormal impulse formation and conduction	1. Assess, recognise and interpret early physiological deterioration in observations in an acutely ill adults with a complex health history	
	2. Critically analyse, evaluate and justify the best practice management of patients with disturbances of impulse formation and conduction.	2. Critically evaluate the impact of an acutely ill adult's long term conditions and pharmacology on the course of their deterioration	
		3. Utilise theory and research to critically evaluate effective methods of articulation and escalation for acutely ill adults and formulate strategies for doing this	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

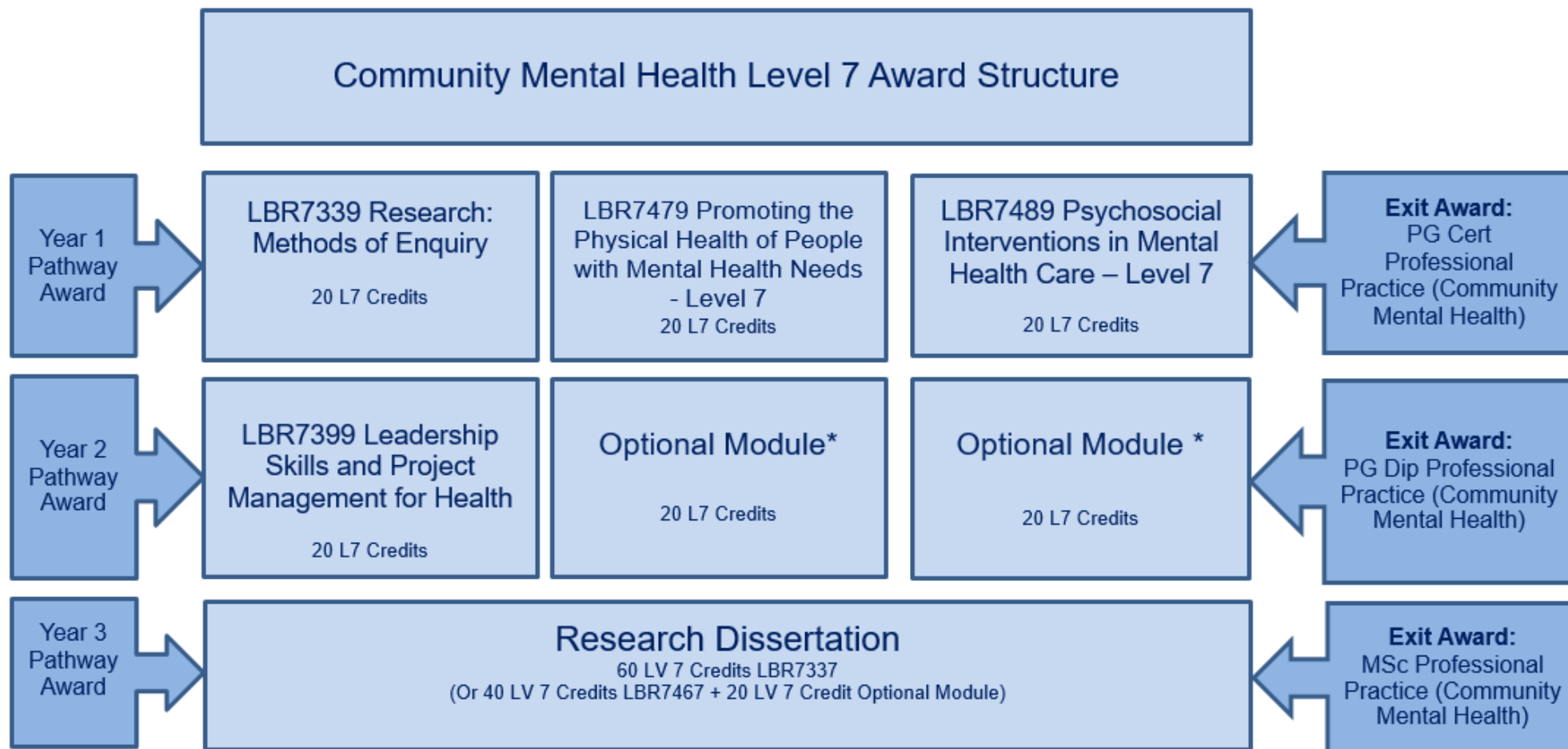
Child, Adolescent and Young Adult Mental Health Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7484 Childhood and Mental Health – Level 7	LBR7482 Adolescence and Mental Health – Level 7	LBR7486 Young Adult and Mental Health – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Written assignment	Oral examination	Written Examination
Assessment scope	3000 words	Up to 30 minute duration	1.5 hours
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Part-time attendance/ One day per week in university plus MOODLE based resources	Part-time Attendance/ One day per week in university plus MOODLE based resources	Part-time Attendance/ One day per week in university plus MOODLE based resources
Learning Outcomes	1. Critically appraise multi-systemic models and approaches to assessment and intervention offered to children and their families presenting a range of emotional and mental health needs and problems.	1. Critically appraise concepts of trauma, loss and abuse considering mediating factors which influence the short and long term psychological impact this can have on the young person, the family and the practitioner.	1. Critically appraise bio-psychosocial risk and resilience factors which influence mental health in young adulthood.
	2. Explain and interpret perinatal mental health issues and relate this to examining the impact this has on the emotional health of the child.	2. Explain and interpret the role of the clinician and the wider multidisciplinary team in assessing and responding to the mental health needs of adolescents.	2. Explain and Interpret a range of policies influencing service pathways and transition for young adults presenting complex mental health problems.
	3. Utilise theory and research to critically evaluate attachment theory and the influence this has on child development.	3. Critically evaluate the concept of 'family' accessing research to examine the impact of domestic violence on young people.	3. Critically evaluate the principles of assessment and interventions underpinning the mental health care of young adults.
	4. Find, evaluate and synthesis the effectiveness of safeguarding policies in relation to the role of the multidisciplinary team in the identification and protection of vulnerable children.	4. Find, evaluate and synthesis safeguarding policies and examine the role of multi-agency clinicians in protecting the best interests of young people.	4. Find, evaluate and synthesis safeguarding policies and consider the role of the multidisciplinary team in identifying and protecting vulnerable young adults.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

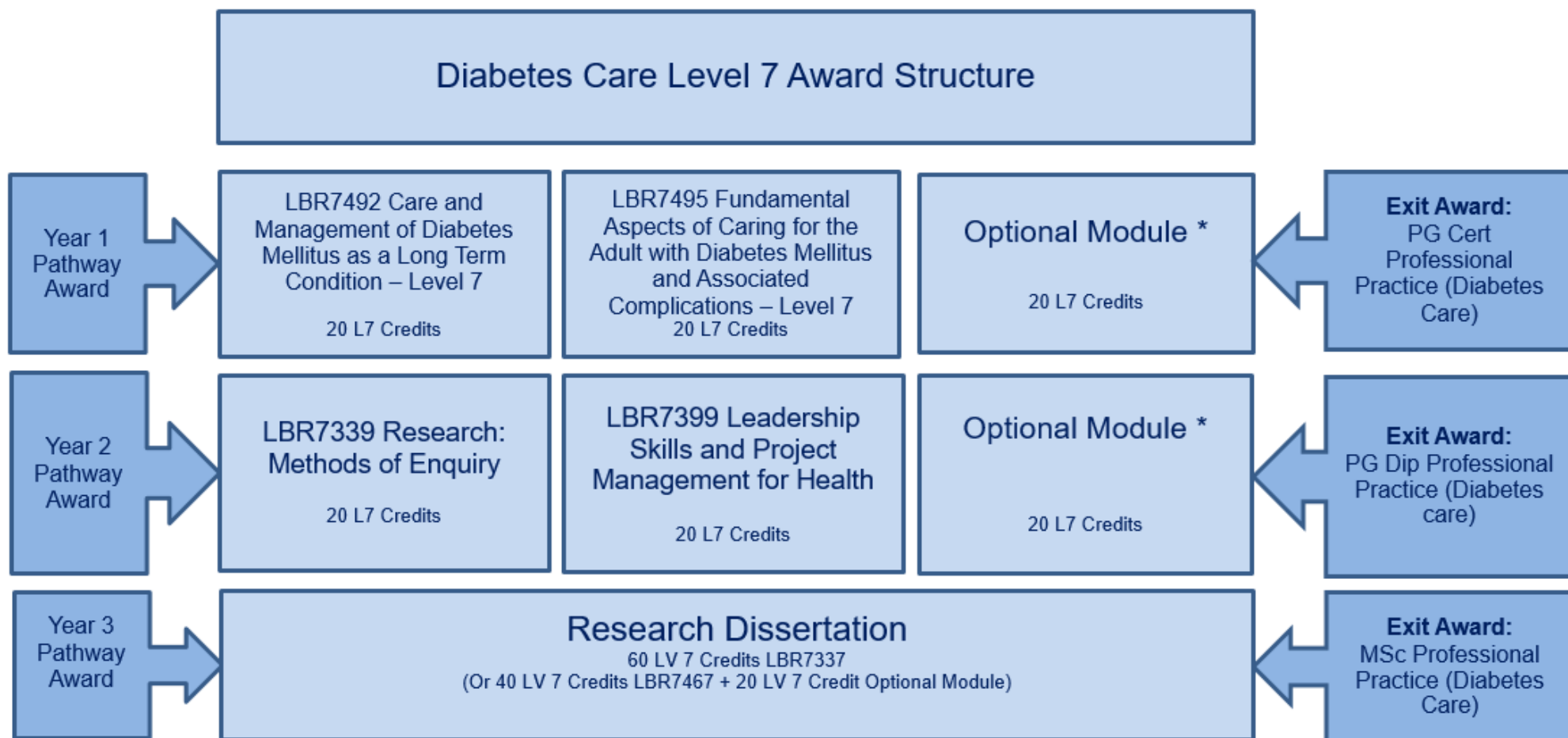
Community Mental Health Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7489 Psychosocial Interventions in Mental Healthcare – Level 7	LBR7479 Promoting the Physical Health of People with Mental Health Needs – Level 7	LBR7339 Research: Methods of Enquiry
Credit level (ECTS value)	20 (10)	20	20(10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	18/82/00
Assessment method	Written Assignment	Objective Structured Clinical Examination (OSCE)	Essay
Assessment scope	3000 words	30 minutes	3000 words
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard
Learning Outcomes	1. Critically evaluate the literature related to psychosocial interventions	Demonstrate critical awareness of factors influencing physical health outcomes and formulate and justify evidence based responses	1 Differentiate between quantitative and qualitative research approaches and paradigms in relation to the types of research question they are designed to address.
	2. Critically evaluate your application of a range of psychosocial interventions in your practice	Critically evaluate current practice, construct and justify possible alternative approaches.	2 Compose focused research questions and search strategies to locate evidence and identify gaps in the evidence base.
	3. Justify the use of psycho-social interventions as an adjunct to, or replacement for, pharmacological methods of treatment.	Demonstrate ability to assess a mental health service user with a range of physical health problems and collaboratively formulate an appropriate care plan	3 Critically appraise reviewed evidence to established hierarchies of evidence to distinguish between studies with robust or limited methodological integrity.
		Demonstrate the ability to construct evidence based therapeutic interventions with a mental health service users experiencing a range of physical health problems	4 Rigorously justify a research design and its associated data collection and data analysis strategies to address a pertinent research question.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

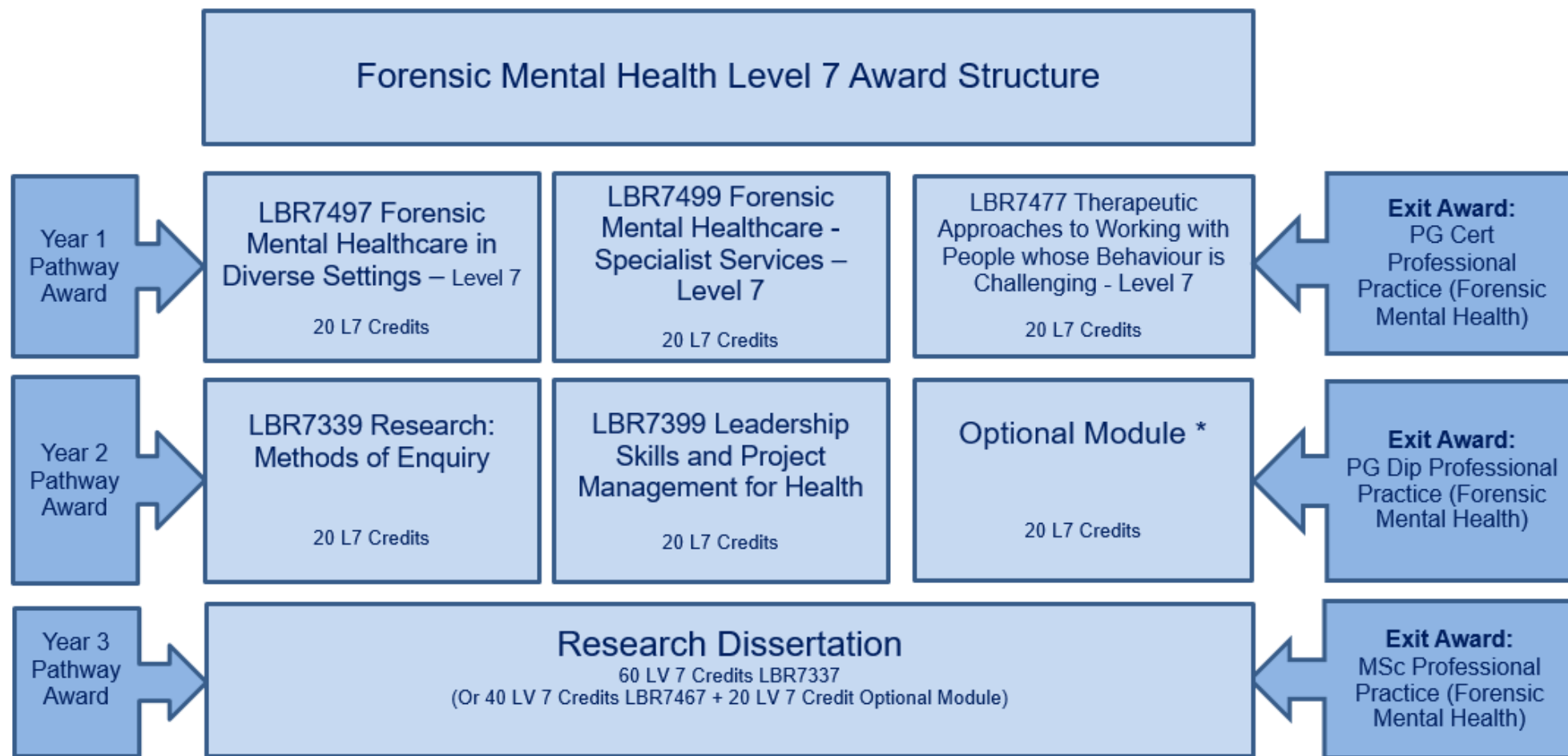
Diabetes Care Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7495 Fundamental Aspects of Caring for an Adult with Diabetes Mellitus and Associated Complications – Level 7	LBR7492 Care and Management of Diabetes Mellitus as a Long Term Condition – Level 7	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	70/30/00	70/30/00	
Assessment method	Essay	Reflective account	
Assessment scope	3000 words	3000 words	
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	Standard Blended	Standard Blended	
Learning Outcomes	Critically analyse current known influences on the pathogenesis of diabetes mellitus related complications	Critically reflect on the range of strategies used to support patients with diabetes and their families	
	Evaluate current clinical protocols for the treatment and management of an acute or chronic complication of diabetes mellitus	Evaluate how known barriers to accessing effective healthcare can influence the management of diabetes mellitus and the prevention of associated complications	
	Critically evaluate the legal, professional and ethical issues in relation to the delivery of care for the patient with diabetes	Critically appraise strategies for patient education and self-management relevant to the patients' needs, paying particular attention to health maintenance and optimising quality of life	
	Critically appraise research findings and national guidance related to diabetes and the prevention of associated complications, including the psychosocial aspects of care.	Critically analyse how best practice and research findings contribute to developments in treatments and the delivery of safe and effective care.	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

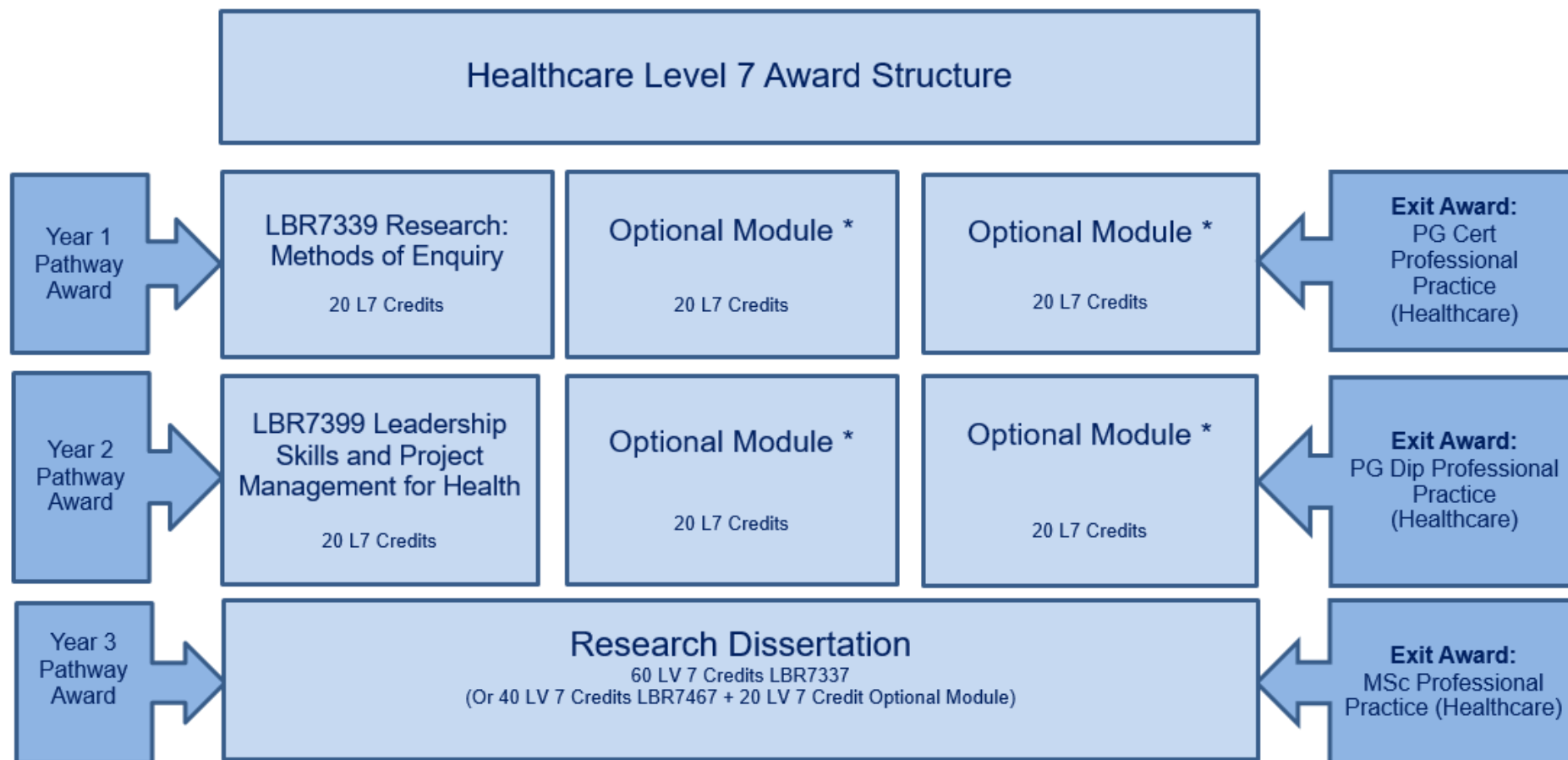
Forensic Mental Health Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7499 Forensic Mental Healthcare – Specialist Services – Level 7	LBR7497 Forensic Mental Healthcare in Diverse Settings – Level 7	LBR7477 Therapeutic Approaches to Working with People whose Behaviour is Challenging – Level 7	
Credit level (ECTS value)	20 (10)	20 (10)	20	
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00	
Assessment method	Written Assignment	Defended Poster	Viva Voce	
Assessment scope	3000 words	A1 size poster of up to 1500 words followed by a maximum of 10 minutes questioning	30 minutes	
Assessment week				
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission	
Delivery mode	Standard Blended	Standard Blended	Standard Blended	
Learning Outcomes	Analyse and critique the factors which challenge those caring a particular group of service users within forensic mental healthcare	Critically appraise the relationship between mental healthcare and the criminal justice system	Critically evaluate the arguments surrounding 'challenging behaviour' in relation to your own practice	
	Critique and evaluate current leadership regarding nursing assessment and care	Analyse and critique the use of the Mental Health Act to support the assessment and treatment of offenders	Critically evaluate approaches to therapeutic engagement that promote positive relationships with service users with personality disorders	
	Design and evaluate ideas for positive change in practice	Critique and evaluate current clinical leadership with reference to national guidance and international ways of working.	Compare and contrast alternative approaches to therapeutic engagement and justify the use of one therapeutic approach that maybe appropriate in your area of practice. Formulate service-wide strategies that foster recovery-based and sustainable outcomes.	
Programme Aim Links	1☑ 2☑ 3☐ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	NA	

Healthcare Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core	LBR7339 Research: Methods of Enquiry	LBR7399 Leadership Skills and Project Management for Health	LBR7467 MSc Dissertation (40 credit)	LBR7337 MSc Dissertation (60 credit)
Credit level (ECTS value)	20(10)	20(10)	40(20)	60(30)
Study Time (%) S/GI/PL	18/82/00	40/60/00		
Assessment method	Essay	written assignment	The production of a Dissertation comprising either a Research Project, Systematic Review or Project Management	The production of a Dissertation comprising either a Research Project, Systematic Review or Project Management
Assessment scope	3000 words	3000 word	Up to 10,000 words	Up to 15,000 words
Assessment week				
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	1 Differentiate between quantitative and qualitative research approaches and paradigms in relation to the types of research question they are designed to address.	Critically appraise and examine theories, concepts and processes of leadership, with application to today's challenges in an ever-changing health and healthcare environment.	1. Initiate, plan and design an investigation into an academic area of professional practice	1. Initiate, plan and design an investigation into an academic area of professional practice
	2 Compose focused research questions and search strategies to locate evidence and identify gaps in the evidence base.	Explore theories and types of change and explain the social, political and economic factors that may influence the process and speed of a pragmatic change, including key ethical and legal issues within the student's area of study.	2. Conduct an academic study considering its theoretical underpinning and offer insight into an area of professional practice	2. Conduct an academic study considering its theoretical underpinning and offer insight into an area of professional practice
	3 Critically appraise reviewed evidence to established hierarchies of evidence to distinguish between studies with robust or limited methodological integrity.	Demonstrate an understanding and rigorous application of skills, techniques and planning tools required in working through the steps and phases of project management.	3. Demonstrate the ability to analyse, synthesise and evaluate findings appropriate to the study undertaken	3. Demonstrate the ability to analyse, synthesise and evaluate findings appropriate to the study undertaken
	4 Rigorously justify a research design and its associated data collection and data analysis strategies to address a pertinent research question.	Demonstrate abilities and competencies in creating appropriate and unique solutions while managing and working with the challenges of project delivery.		4. Critically reflect on the processes undertaken as part of the study and offer creative solutions for future studies
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑

Linked PSRB (if appropriate)	NA	NA	N/A	N/A
Level 7 Optional Modules	LBR7564 Development of Multiple Sclerosis Care and Management for Specialist Nurses - Level 7	LBR7528 Developing Specialist Practice in Health and Social Care – Level 7	LBR7529 Introduction to Epilepsy Care and Management – Level 7	LBR7532 The individualised care of multiple birth families from conception to 1 year – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	40/60/00	60/40/00
Assessment method	Portfolio	Portfolio	Written assignment	Poster
Assessment scope	3000 words	3000 word equivalent.	3000 Words	A1 size
Assessment week				
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission	Written via Moodle – 20 days
Delivery mode	Classroom and Online	Classroom and Online	Online	online
Learning Outcomes	1. Critically appraise and evaluate the current evidence base surrounding MS care	1. Considering cost effectiveness and quality care, review, analyse and evaluate your role as a Specialist	1 Demonstrate an ability to interpret specific seizure types and differentiate between true seizures and non-epileptic seizures	1. Appraise the factors that influence the growth and development of multiples.
	2. Critically debate how the current influences from NHS or Social Care policy impact upon the service you work within	2. Demonstrate a systematic understanding and evaluation of audit in relation to your specific area of service delivery	2 Critically appraise and justify appropriate management strategies as applied to a case study of the student's choice	2. Evaluate the care provided to meet the specific needs of multiple birth families.
	3. Design and construct an effective action/business plan that will initiate a change in the MS clinical area/MS service provision	3. Systematically and autonomously plan a service audit demonstrating accountability and wider stakeholder engagement.	3 Provide a critical exploration of the social and psychological implications for individuals who live with severe epilepsy and support required to address these needs.	3. Assess and evaluate the role of the health care professional in promoting healthy relationships.
	4. Considering the impact of fatigue and cognitive dysfunction, critically appraise strategies for self-management and your role in initiating these.	4. Demonstrate self-direction and originality in the planning and management of your audit	4 Critically appraise research findings and national guidance and apply to epilepsy care	4. Critically evaluate the ethical, legal and professional issues in the care of multiple birth families.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☐ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	NA	N/A	N/A

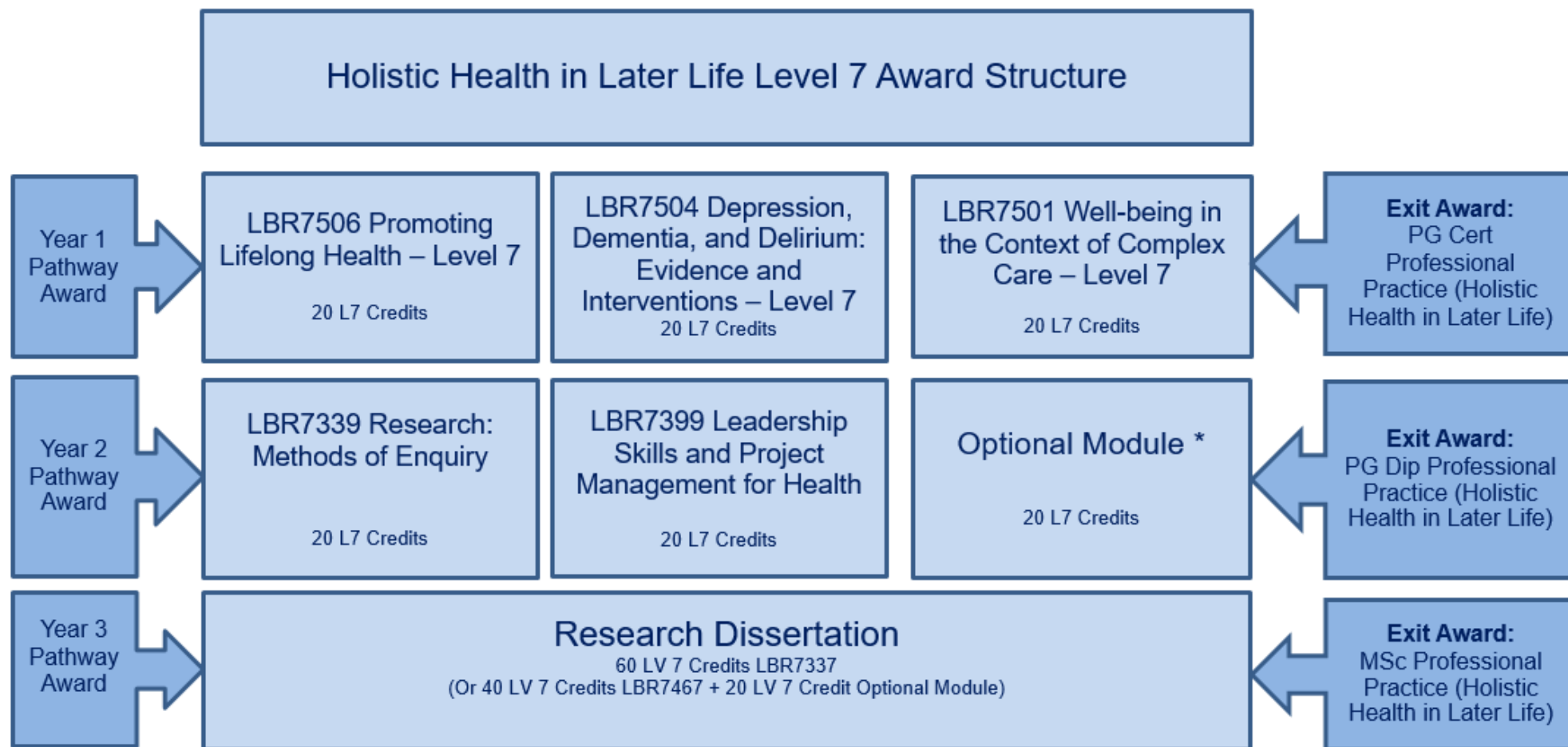
Level 7 Optional Modules	LBR7526 Introduction to Palliative and End of Life Care Practice – Level 7	LBR7533 Rediscovering Essentials of Psychological and Emotional care – Level 7	LBR7502 Negotiated Study – Level 7
Credit level (ECTS value)	20(10)	20	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	20/80/00
Assessment method	Written assignment	Reflective Case Study	Oral examination
Assessment scope	3000 words	3000 words	Up to 30 minute duration
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard blended	Online	Tutorial led
Learning Outcomes	1. Formulate and construct a critical examination of the factors that have shaped the concept and provision of palliative care	1. Formulate strategies to increase self-awareness and enhance communication skills.	1. Demonstrate a systematic and critical awareness of the contemporary literature relating to your chosen topic.
	2. Evaluate and synthesise current theory and research to critically appraise the effectiveness of holistic management of patients with complex palliative and end of life needs.	2. Critically evaluate the concept of emotional intelligence and plan applications in health care contexts.	2. Formulate arguments to demonstrate synthesis and application of in depth knowledge relating to your chosen topic
	3. Articulate a systematic understanding of the current evidence base that underpins recognition of approaching end of life	3. Discriminate between common psychological difficulties and debate their relevance to the provision of holistic healthcare.	3. Evaluate how this learning has had an impact on, or developed knowledge and/or practice in your field of study.
		4. Critically appraise appropriate evidence based psychological interventions to reduce patient and practitioner distress.	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Level 7 Optional Modules	LBR7522 Developing Surgical First Assistance – Level 7	LBR7531 Profiling Experiential Learning – Level 7	Leading the Implementation of Excellence in Care and Patient Safety – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	16/34/50	20/80/00	60/40/0
Assessment method	Viva Competency assessment	Written Reflective Assignment	Written essay
Assessment scope	10 minutes Pass/fail	3000 words	3000 words.
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Blended	Standard Blended	Standard Blended
Learning Outcomes	1. Display a critical awareness and reasoning of current perioperative evidence to promote patient safety and inform surgical first assistant practice based upon national and international guidance and local protocol.	1. Critically reflect on the learning that has occurred as a result of experience.	1. Systematically evaluate available evidence, to formulate recommendations for quality governance systems in a relevant area of practice.
	2. Demonstrate a conceptual understanding and application of the complex physical, psychological and social needs of patients in the acute surgical phase to plan, deliver and evaluate care as a member of the wider surgical team.	2. Critically appraise that experiential learning in the context of current theoretical frameworks.	2. Critically reflect on personal and professional development requirements for enhancing the quality of care, acknowledging contextual factors.
	3. Present a cohesive argument to support the Surgical First Assistant role in the context of complex perioperative practice.	3. Critically evaluate the impact of that learning on the your personal and professional practice.	3. Critically judge and apply current theoretical frameworks to methods for improving quality and patient safety in complex, inter-professional care contexts.
	4. Demonstrate competence in the Surgical First Assistant role through practical assessment.	4. Synthesise and utilise the new knowledge gained to disseminate to a wider audience and influence the practice of others.	4. Devise effective strategies for implementing and sustaining safe, quality practice, based on a critical analysis of current knowledge and best practice.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☐ 5☐	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	Yes – The Perioperative Care Collaborative (2012)	N/A	N/A

Level 7 Optional Modules	LBR6574 Analysing the High Dependency Care (Level 1 and 2 Critical Care) of Children and Young People – Level 6	LBR7559 Essential Academic Skills for Masters Level Study	Minor Injury – Level 7
Credit level (ECTS value)	20(10)	20 (10)	20(10)
Study Time (%) S/GI/PL		20/80/00	
Assessment method	Case study assignment	Written Assignment	Justified OSCE
Assessment scope	3000 words	3000 words	1 hour
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	standard	Standard Blended
Learning Outcomes	1. Apply and interpret a systematic approach to the assessment of the child and young person with Level 1 and 2 critical care needs.	1. Analyse, debate, evaluate and critically reflect on own strengths, limitations, performance and personal and contextual factors which have an impact on your identified developmental areas and desired progression outcomes.	Critically apply a systematic and critical evidence based approach to the assessment of minor injuries, showing an appreciation of relevant anatomy and physiology.
	2. Critically evaluate the holistic care of the child and young person with Level 1 and 2 critical care needs	2. Evaluate and synthesise appropriate theoretical concepts, models and frameworks, to critically appraise the process of the personal and professional development.	Critically construct an individualised patient assessment to facilitate interpretation of clinical findings, within the ethical and legal frameworks governing autonomous practice.
	3. Critically evaluate and synthesise the current evidence base that informs the delivery of Level 1 and 2 critical care of the child and young person.	3. Demonstrate in line with the marking criteria for level 7 an appropriate writing style and structure, and, which utilises a wide range of sources that are accurately referenced in line with the Faculty of Health, Education and Life Sciences referencing policy.	Critically evaluate and justify required investigations relating to the presentation of specific minor injuries to aid diagnosis and treatment.
			Demonstrate synthesis and application of therapeutic interventions in minor injury presentations using best evidence available.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

Level 7 Optional Modules	Managing self, teams and organisations		
Credit level (ECTS value)	20 (10)		
Study Time (%) S/GI/PL	20/80/0		
Assessment method	Oral Examination		
Assessment scope	Up to 30 minute duration		
Assessment week			
Feedback scope	20 working days following submission		
Delivery mode	Blended		
Learning Outcomes	1. Critically appraise individual self-management skills, including an understanding of self that is focused on professional values, character, integrity, and creativity in a work based situation.		
	2. Appraise and evaluate interpersonal skills and behavioural competencies (own and others) to work with, manage and lead teams, understanding the behaviours of groups and group dynamics and use this to influence and improve practice and service delivery.		
	3. To evaluate, explore and apply behavioural approaches with managerial skills and organisational know-how to inform tactics, strategy and establish effective relationships.		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐		
Linked PSRB (if appropriate)	N/A		

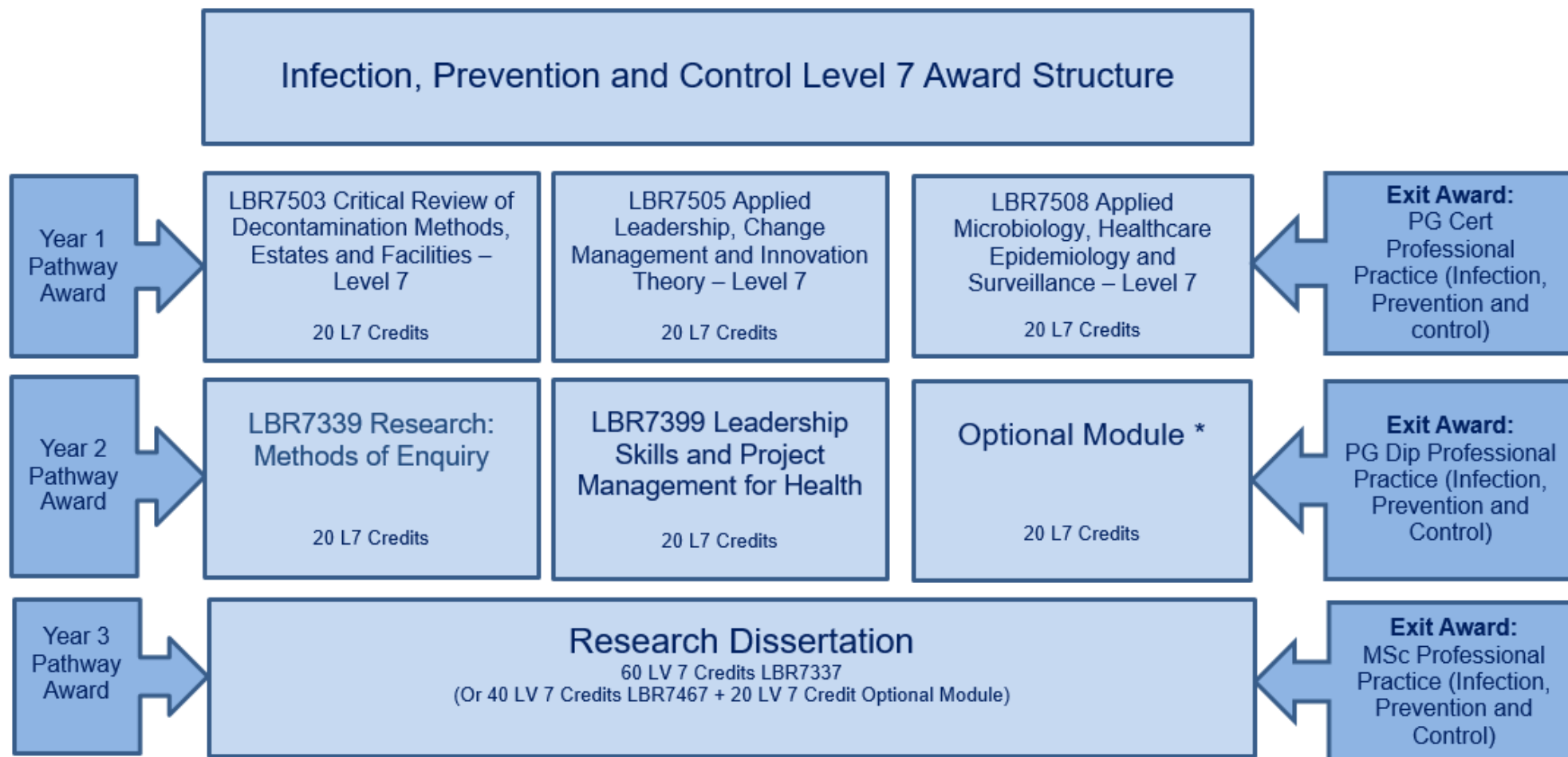
Holistic Health in Later Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7506 Promoting Life Long Health – Level 7	LBR7504 Depression, Dementia and Delirium: Evidence and Interventions – Level 7	LBR7501 Well-being in the Context of Complex Care – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Defended Poster	Oral examination	Written Assignment
Assessment scope	An A1 size poster followed by a maximum of 10 minutes questioning	Up to 30 minute duration	3000 word written assignment
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	1. Critically analyse the factors that contribute to individuals' experiences on the continuum of well-being to chronic ill health in old age	1. Apply evidence-based understanding of the experiences of people living with depression or dementia, their family members and professional colleagues in planning care	1. Critically evaluate the impact of policies designed to guide delivery of high quality services for people with complex care needs
	2. Critically evaluate strategies designed to promote health of individuals and communities	2. Construct evidence based strategies to address the under-recognition of mental health problems, relevant to the student's practice area	2. Critique a range of theoretical perspectives on morbidity in old age
	3. Evaluate evidence based interventions designed to promote life-long health in individuals and communities	3. Critically analyse the theory underpinning interventions for people with mental health problems, evaluating their relevance for practice	3. Synthesise policy, values, evidence and service users feedback to create responses to complex problems
	4. Critique leadership theories with reference to local and international practice, making recommendations for culturally congruent change	4. Critically reflect on the impact of strategies designed to empower colleagues and lead cultural change within organisations	4. Clarify complex issues and promote good practice among client groups and professional colleagues
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☐
Linked PSRB (if appropriate)	NA	NA	NA

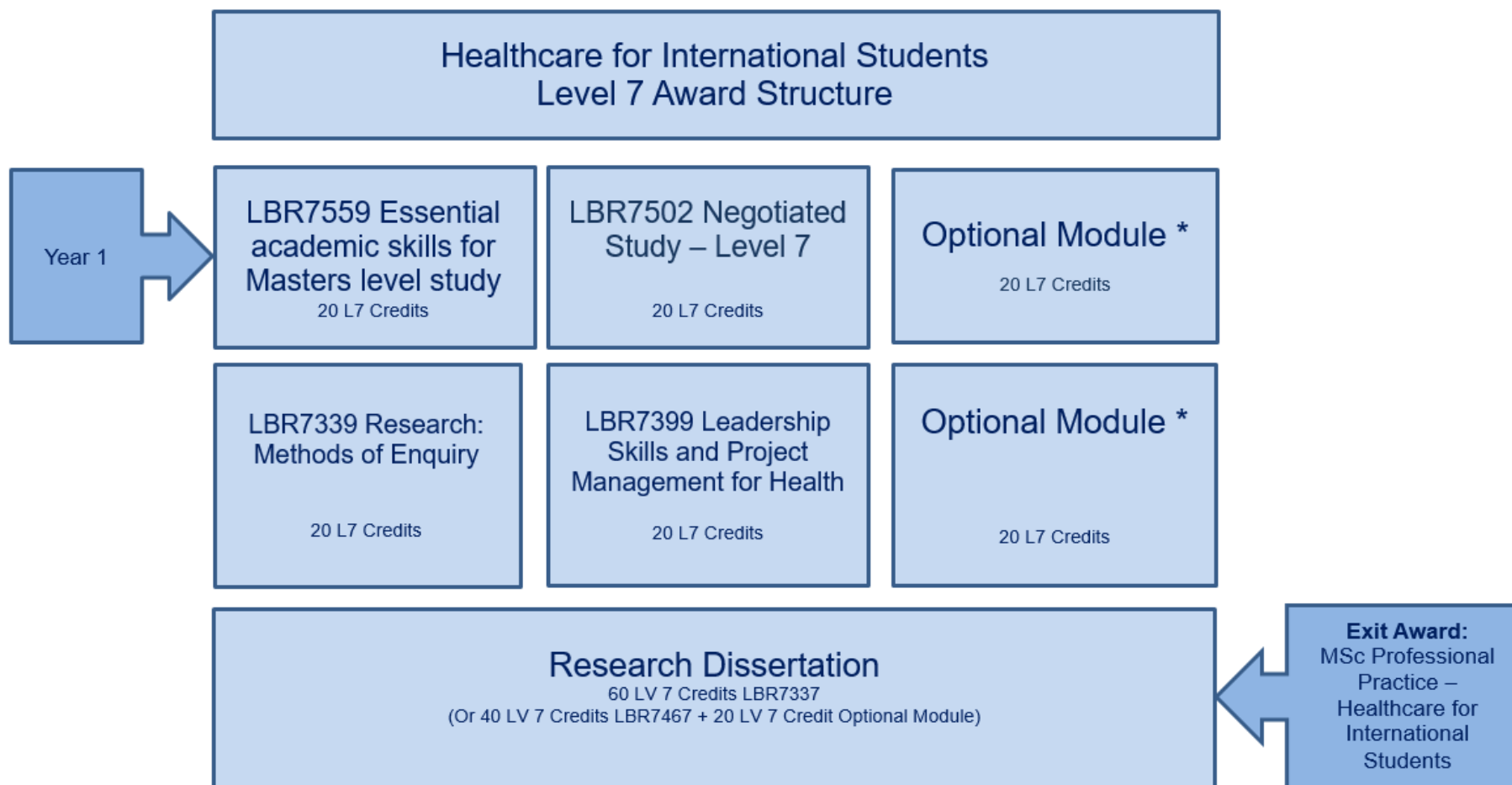
Infection, Prevention and Control Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7508 Applied Microbiology, Healthcare Epidemiology and Surveillance – Level 7	LBR7503 Critical review of Decontamination Methods, Estates and Facilities – Level 7	LBR7505 Applied Leadership, Change Management and Innovation Theory– Level 7
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	40/60/00	40/60/00	40/60/00
Assessment method	Defended Poster	written assignment	Presentation
Assessment scope	An A1 size poster followed by a maximum of 10 minutes questioning	3000 word	10 minute presentation
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard Blended
Learning Outcomes	<p>1.Critically evaluate a range of pathogenic micro-organisms and the role of the immune system in combating infection</p> <p>2.Critically articulate and evaluate a systematic understanding of the systems and processes in place for the identification, monitoring and management of alert and emerging pathogenic organisms</p> <p>3.Identify, synthesis and evaluate current theory and research to critically appraise the use of antimicrobial treatments; the development anti-microbial resistance and the compliance of antibiotic stewardship</p>	<p>1.Identify, synthesis and evaluate current methods of decontamination and critically discuss their use to ensure patient safety</p> <p>2.Articulate a systemic understanding of the planning, design and maintenance of buildings, design and maintenance facilitates good Infection Prevention and Control practice</p> <p>3.Critically evaluate with methodological precision the strategic application of local decontamination policy, and the wider impact on the local community environment</p>	<p>1. Critically evaluate, with methodological precision, the concepts of professionalism, multi-disciplinary and collaborative team working to innovative practice across health and social care provision</p> <p>2. Identify, critically appraise and synthesise leadership, change management and innovation theories to facilitate efficient patient care and service delivery across health and social care sectors</p>
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

International Route – Level 7

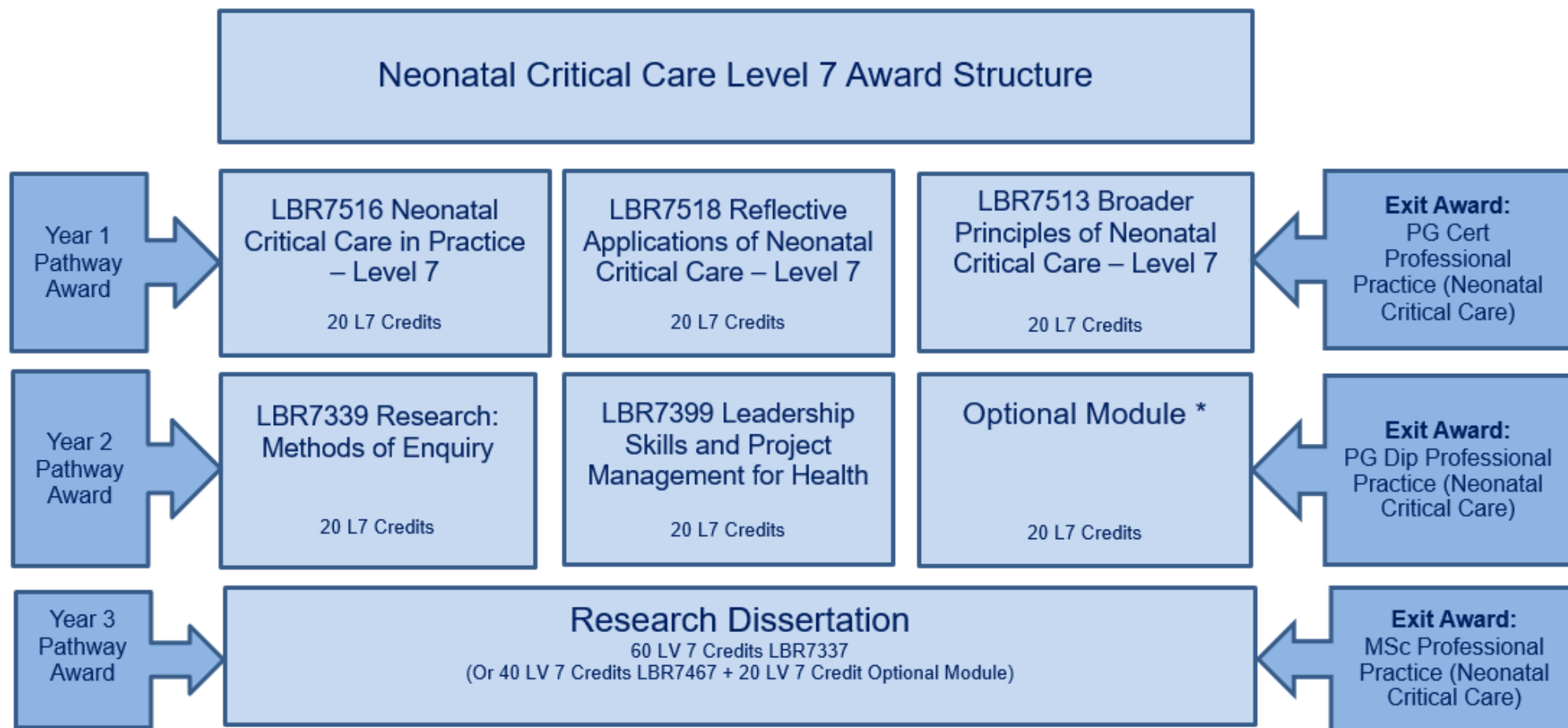


* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7502 Studying a Negotiated Topic – Level 7	LBR7399 Research: Methods of Enquiry	LBR7399 Leadership Skills and Project Management for Health
Credit level (ECTS value)	20 (10)	20	20(10)
Study Time (%) S/GI/PL	20/80/00	18/82/00	40/60/00
Assessment method	Oral examination	Essay	written assignment
Assessment scope	Up to 30 minute duration	3000 words	3000 word
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Tutorial led	Standard	Standard Blended
Learning Outcomes	1. Demonstrate a systematic and critical awareness of the contemporary literature relating to your chosen topic.	1 Differentiate between quantitative and qualitative research approaches and paradigms in relation to the types of research question they are designed to address.	Critically appraise and examine theories, concepts and processes of leadership, with application to today's challenges in an ever-changing health and healthcare environment.
	2. Formulate arguments to demonstrate synthesis and application of in depth knowledge relating to your chosen topic	2 Compose focused research questions and search strategies to locate evidence and identify gaps in the evidence base.	Explore theories and types of change and explain the social, political and economic factors that may influence the process and speed of a pragmatic change, including key ethical and legal issues within the student's area of study.
	3. Evaluate how this learning has had an impact on, or developed knowledge and/or practice in your field of study.	3 Critically appraise reviewed evidence to established hierarchies of evidence to distinguish between studies with robust or limited methodological integrity.	Demonstrate an understanding and rigorous application of skills, techniques and planning tools required in working through the steps and phases of project management.
	4. N/A	4 Rigorously justify a research design and its associated data collection and data analysis strategies to address a pertinent research question.	Demonstrate abilities and competencies in creating appropriate and unique solutions while managing and working with the challenges of project delivery.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	NA	NA

Level 7 Core Modules	LBR7559 Essential Academic Skills for Masters Level Study	LBR7337 MSc Dissertation	
Credit level (ECTS value)	20 (10)	60(30)	
Study Time (%) S/GI/PL	20/80/00		
Assessment method	Written Assignment	The production of a Dissertation comprising either a Research Project, Systematic Review or Project Management	
Assessment scope	3000 words	Up to 15,000 words	
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	
Delivery mode	standard	Standard Blended	
Learning Outcomes	1. Analyse, debate, evaluate and critically reflect on own strengths, limitations, performance and personal and contextual factors which have an impact on your identified developmental areas and desired progression outcomes.	1. Initiate, plan and design an investigation into an academic area of professional practice	
	2. Evaluate and synthesise appropriate theoretical concepts, models and frameworks, to critically appraise the process of the personal and professional development.	2. Conduct an academic study considering its theoretical underpinning and offer insight into an area of professional practice	
	3. Demonstrate in line with the marking criteria for level 7 an appropriate writing style and structure, and, which utilises a wide range of sources that are accurately referenced in line with the Faculty of Health, Education and Life Sciences referencing policy.	3. Demonstrate the ability to analyse, synthesise and evaluate findings appropriate to the study undertaken	
		4. Critically reflect on the processes undertaken as part of the study and offer creative solutions for future studies	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

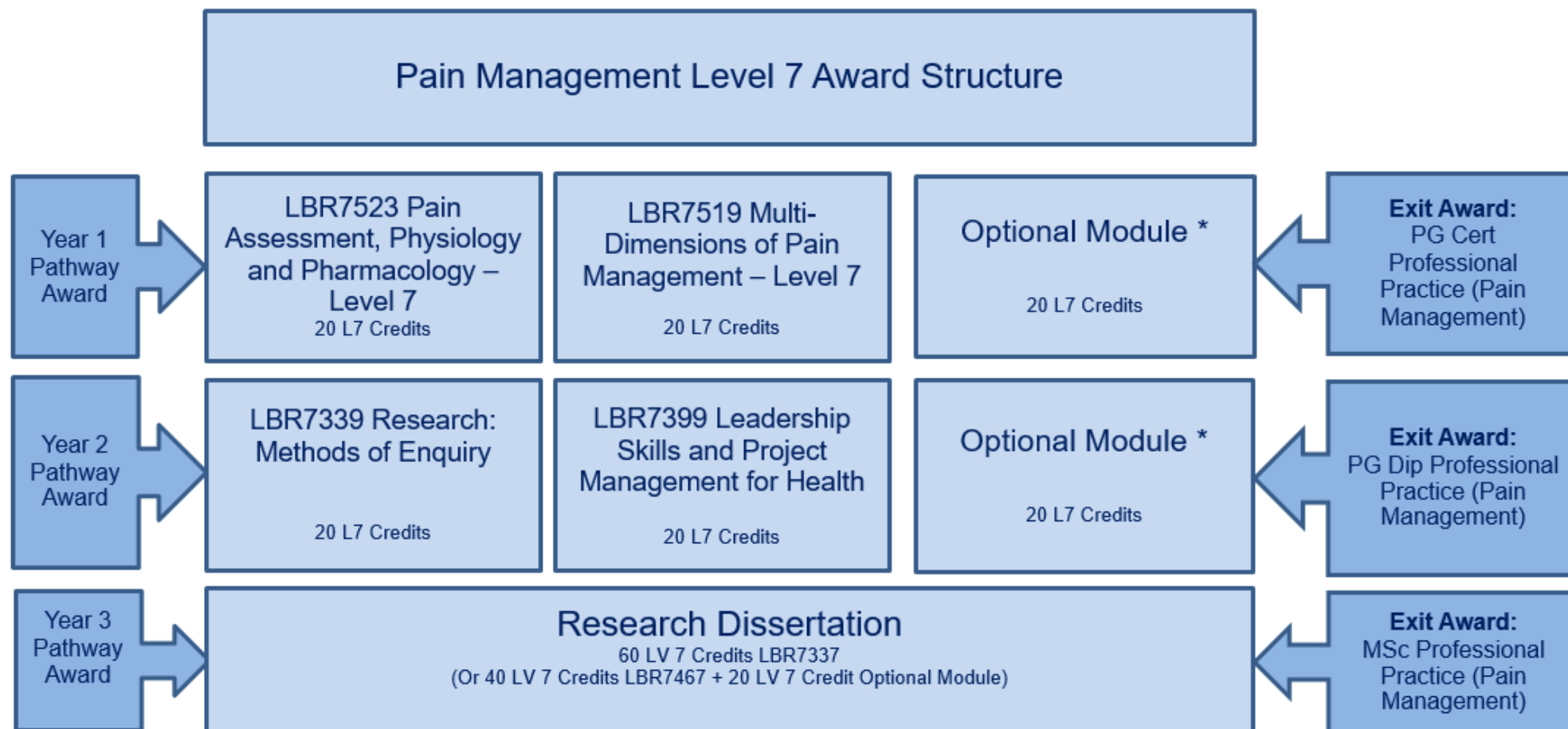
Neonatal Critical Care Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7516 Neonatal Critical Care in Practice – Level 7	LBR7518 Reflective Applications of Neonatal Critical Care – Level 7	LBR7513 Broader Principles of Neonatal Critical Care – Level 7
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)
Study Time (%) S/GI/PL	70/30/00	65/45/00	65/45/00
Assessment method	Objective Structured Clinical Examination (OSCE)	Defended poster	Portfolio
Assessment scope	30 Minutes	A1 poster size poster plus maximum of 10 minute defence	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended Skills workshops	Standard Blended	Standard Blended
Learning Outcomes	1 Substantiate the level of evidence-based care available within neonatal critical care with evidence of current knowledge of equipment.	1 Applying evidence-based practice, corroborate the importance of care provided in critical care	1. Analytically evaluate broader aspects of physiology that relate to neonatal care
	2 Interpret physiological knowledge to appraise symptoms of altered states of neonatal health incorporating critical synthesis and integrating this within professional neonatal practice.	2 Evaluate the pathophysiology underlying diseases and or conditions by identifying and distinguishing between the best practice and relevant literature in stabilising or resolving neonatal health	2 Critique issues around implementing life sustaining care and offering of palliative care.
	3 Assess the pharmacological delivery within your practice and consider the impact of this on the neonates and their families.	3 Connect any future implications on developmental outcomes with neonatal critical care	3 Critically compare and evaluate political and professional issues surrounding the provision of neonatal critical care by underlining how this may impact on clinical practice.
			4 Using evidence based research differentiate between the short and long term care outcomes of neonatal care recognising the impact on the family, considering how the healthcare team can affect this journey.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

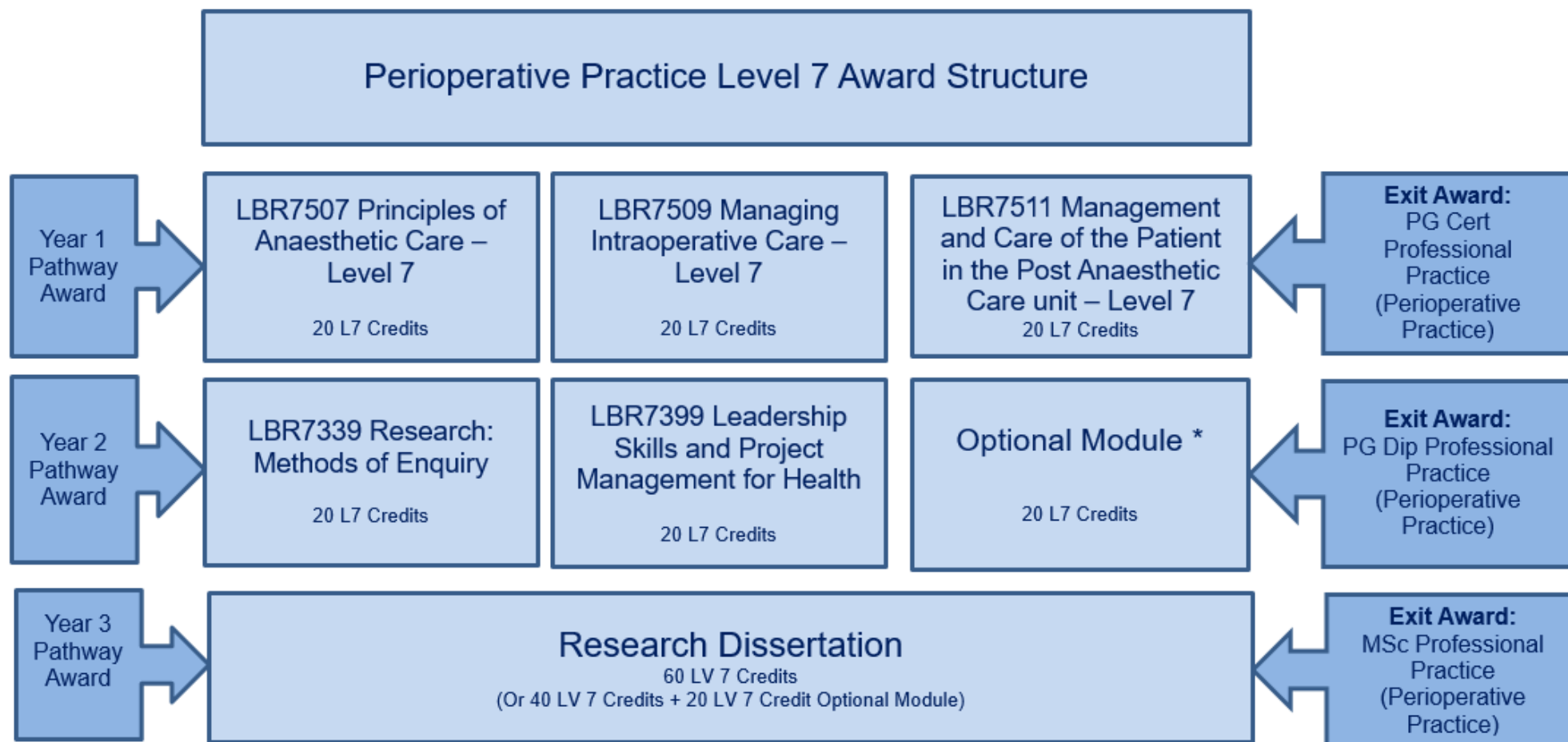
Pain Management Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7523 Pain Assessment, physiology and pharmacology – Level 7	LBR7519 Multi-dimensions of Pain Management – Level 7	
Credit level (ECTS value)	20 (10)	20 (10)	
Study Time (%) S/GI/PL	60/40/0	60/40/0	
Assessment method	Oral examination	Patchwork text	
Assessment scope	Up to 30 minute duration	3000 words	
Assessment week	TBC	TBC	
Feedback scope	Written – 20 working days	Written – 20 working days	
Delivery mode	Blended learning	Blended learning	
Learning Outcomes	1. Critically evaluate with technical precision, pain management assessment strategies used in clinical practice to develop autonomous practitioners.	1. Formulate and construct a critical examination of the psychological concepts and context of pain, relating this exploration to peoples experience of pain	
	2. Articulate a systematic understanding of the physiological processes associated with the transduction, transmission, modulation and perception of pain	2. Articulate a systematic understanding of the sociological concepts and context of pain and propose how this can correlate to people's experience of pain.	
	3. Find, evaluate and synthesise current theory and research, to critically examine the effectiveness of pharmacological interventions and formulate strategies for the pharmacological management of pain	3. Find, evaluate and synthesise current theory and research to critically appraise the effectiveness and propose application of appropriate non-pharmacological pain management strategies to psychological and sociological concepts.	
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	
Linked PSRB (if appropriate)	N/A	N/A	

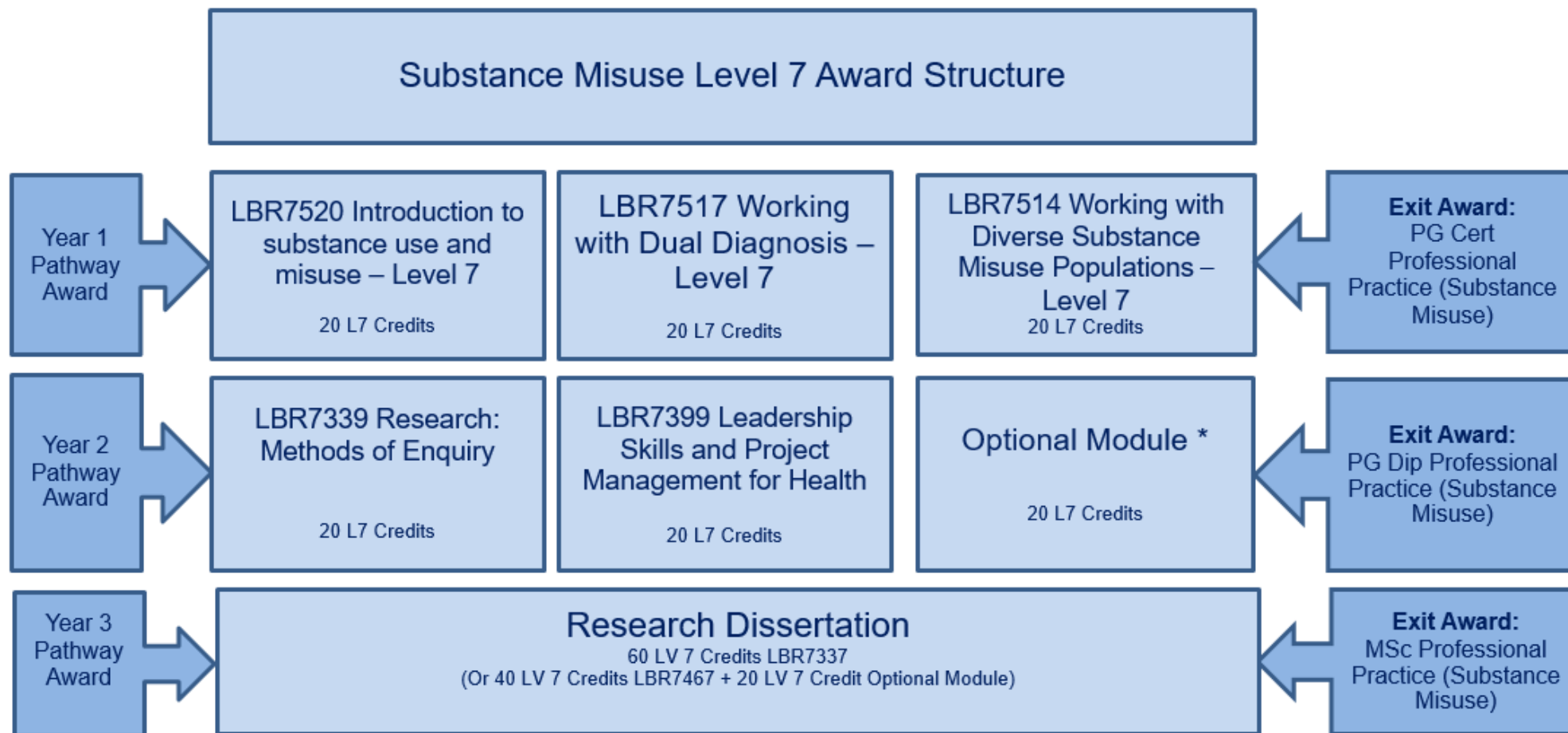
Perioperative Practice Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core	LBR7509 Managing Intraoperative Surgical Care - Level 7	LBR7511 Management and Care of the Patient in the Post-anaesthetic Care Unit – Level 7	LBR7507 Principles of Anaesthetic Care – Level 7
Credit level (ECTS value)	20	20 (10)	20 (10)
Study Time (%) S/GI/PL	60/40/00	60/40/00	18/82
Assessment method	Oral examination	Portfolio	Written case study
Assessment scope	Up to 30 minute duration	3000 word equivalent	3000 words
Assessment week	TBC	TBC	TBC
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard Blended	Standard Blended	Standard blended
Learning Outcomes	1 Demonstrate advanced communication skills required to be an effective intraoperative practitioner	1. Demonstrate a deep and systematic understanding of safe and effective post op care delivery.	1. Appraise the underpinning knowledge and skills required for the safe and consistent delivery of anaesthetic care.
	2 Critically evaluate the legal, ethical and professional issues and how these impact on the role of an intraoperative practitioner patient care	2. Critically evaluate alternative approaches to patient assessment and care delivery.	2. Critically examine and justify the selection and application of a range of monitoring, equipment, assessment and intervention techniques when prioritising care for the deteriorating patient as a member of the wider multidisciplinary team.
	3 Use an evidence based approach to critically evaluate and justify the provision of safe surgical care of the patient undergoing surgical intervention	3. Critically examine the evidence base to explore the relationship between research, evidence and practice in the PACU setting	3. Synthesise the care delivered for the complex needs of the deteriorating patient in order to propose alternative evidence based practice to optimise the patient's clinical outcome.
	4 Evaluate and justify how professional development, risk management and leadership skills improve patient and staff safety		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	N/A	N/A	N/A

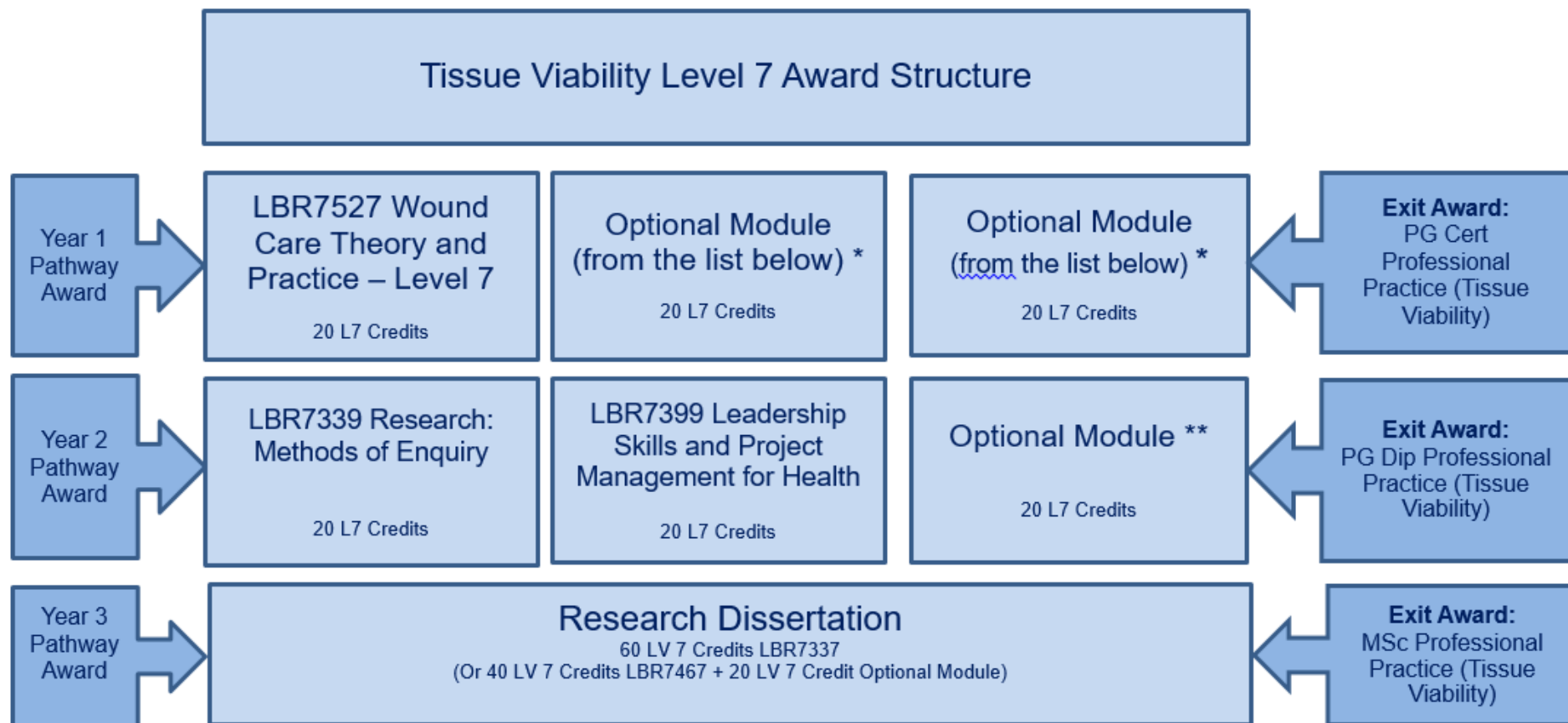
Substance Misuse Route – Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7520 Introduction to Substance Use and Misuse	LBR7517 Working with Dual Diagnosis – Level 7	LBR7514 Working with diverse substance misuse populations.- Level 7
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Written Assignment	Written Assignment	Written Assignment
Assessment scope	3000 words	3000 words	3000 words
Assessment week			
Feedback scope	Within 20 working days of submission	Within 20 working days of submission	Within 20 working days of submission
Delivery mode	e-learning	e-learning	e-learning
Learning Outcomes	1. Explore and critically evaluate the theoretical concepts of addiction using bio-psycho=social models and perspectives.	1. Critically evaluate the complex relationship between mental health and substance use presentations.	1. Evaluate the needs of unique groups/ populations using or misuse substances
	2. Construct a holistic and comprehensive plan of care for a service user using or misusing substances showing evidence of creative and strategic thinking.	2. Formulate intervention plans for complex dual diagnosis presentations.	2. Articulate a systemic understanding of barriers to accessing services for different populations
	3. Critically evaluate legal frameworks and organisational policies on substance use and misuse in the UK.	3. Critically examine the interplay of the physical psychological and social impacts associated with dual diagnosis presentations.	3. Evaluate and synthesis current theory and research on different approaches that may enhance or prohibit access to treatment for different populations.
	4. Critically analyse and synthesise the evidence base for substance misuse interventions.	4. Utilise reflective practice to challenge the personal and professional stigma related to dual diagnosis within themselves and others, and critically evaluate treatment approaches in the light of this.	4. Construct a service improvement plan that promotes access to substance misuse information or treatment.
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

Tissue Viability Route – Level 7



* LBR7521 Debridement and advanced wound care – Level 7 (20 LV 7 C)

* LBR7524 Pressure Injuries: Prevention and Treatment – Level 7 (20 LV 7 C)

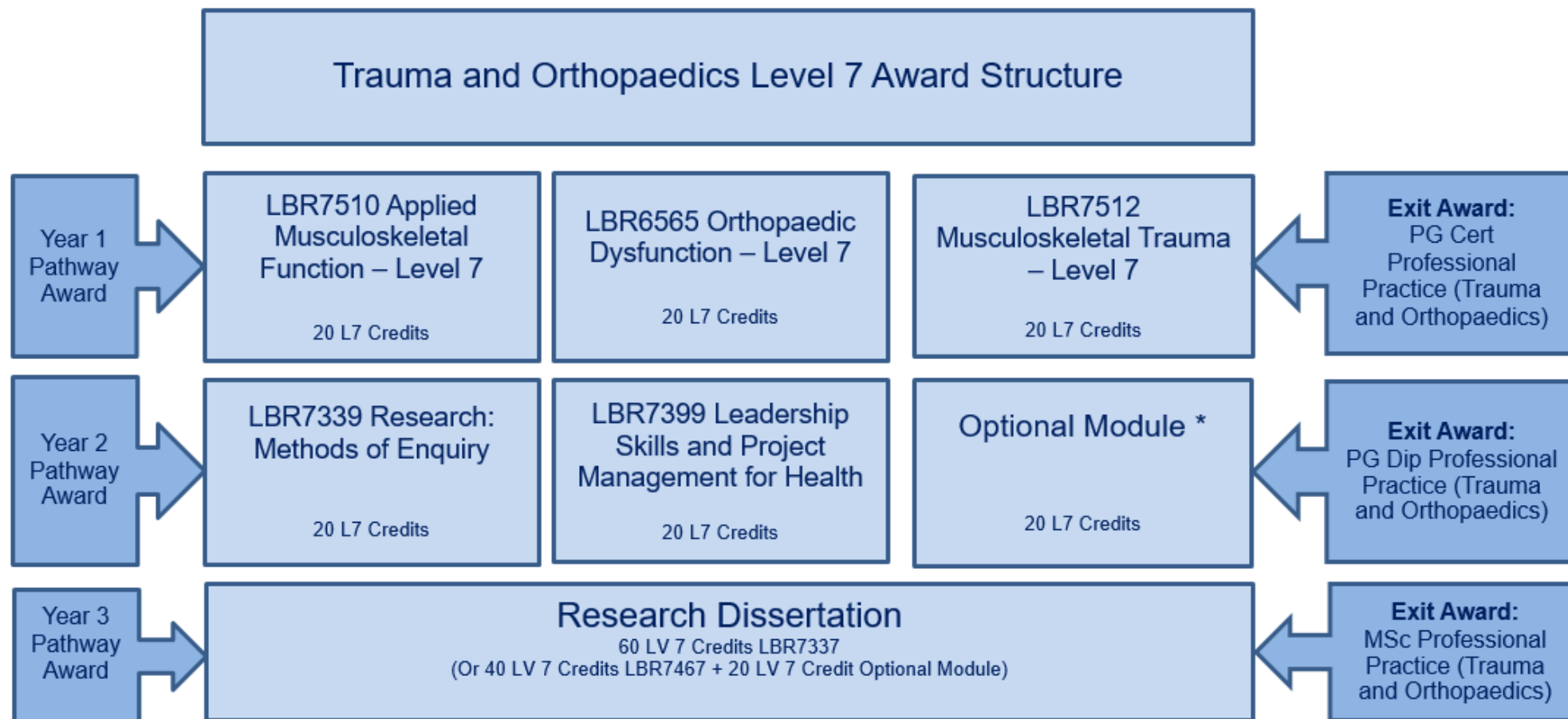
* LBR7530 Wounds Affecting the Lower Leg – Level 7 (20 LV 7 C)

** Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

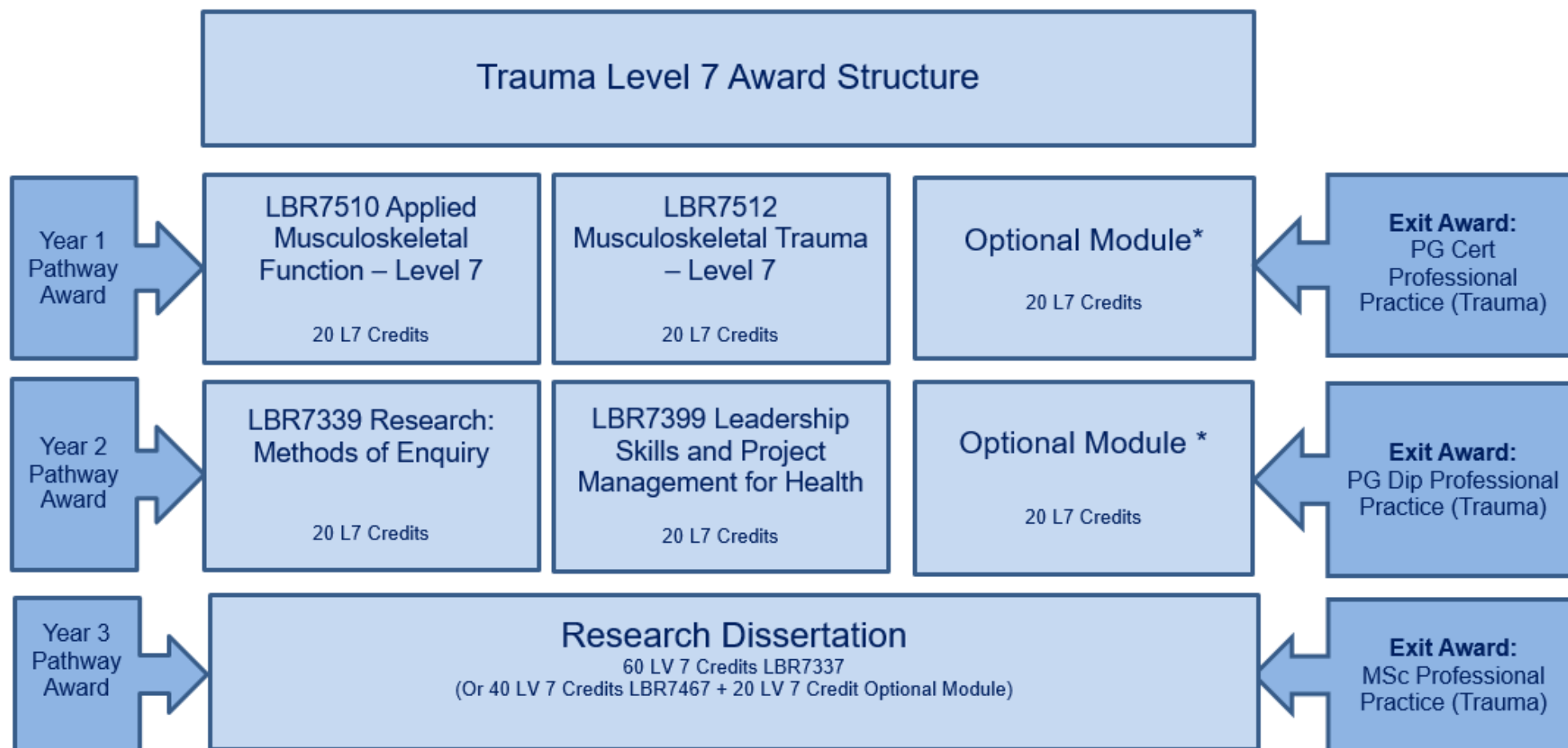
Level 7 Core Modules	LBR527 Wound Care Theory and Practice – Level 7		
Credit level (ECTS value)	20		
Study Time (%) S/GI/PL	60/40/00		
Assessment method	Written Assignment		
Assessment scope	3000 words		
Assessment week			
Feedback scope	20 working days following submission		
Delivery mode	Standard blended		
Learning Outcomes	1. Formulate and construct a critical examination of the process of wound healing.		
	2. Find Evaluate and synthesis the current evidence based options for wound management relating to a specific wound type.		
	3. Critically reflect and justify your own practice and those of other related disciplines in the care of the patient with a wound.		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑		
Linked PSRB (if appropriate)	NA		

Level 7 Optional Modules	LBR7530 Wounds Affecting the Lower Leg – Level 7	LBR7524 Pressure Injuries: Prevention and Treatment – Level 7	LBR7521 Debridement and Advanced Wound Care- Level 7
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Written Assignment	E Portfolio	E Portfolio
Assessment scope	3000 words	3000 word equivalent.	3000 word equivalent
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Standard blended	Standard blended	Standard blended
Learning Outcomes	1. Critically evaluate with technical precision the assessment process required to diagnose wounds to the lower leg.	1. Critically evaluate with technical precision, the care processes related to prevention and treatment of pressure injuries	1. Critically evaluate with technical; precision, debridement techniques that may be utilised in clinical practice.
	2. Find, evaluate and synthesise current theory and research to critically evaluate the care required to manage a wound to the lower leg.	2. Find, evaluate, synthesise current theory and research relating to pressure injuries.	2. Find, evaluate and synthesise current theory and research to critically appraise evidence based advanced wound care options.
	3. Critically appraise and justify the care provided locally by the multidisciplinary team	3. Formulate and construct a critical examination of the quality agenda related to pressure injuries.	3. Critically evaluate the requirement to develop/enhance the tissue viability service in relation to advanced wound care.
	4. Formulate a strategy for on-going service development.		
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

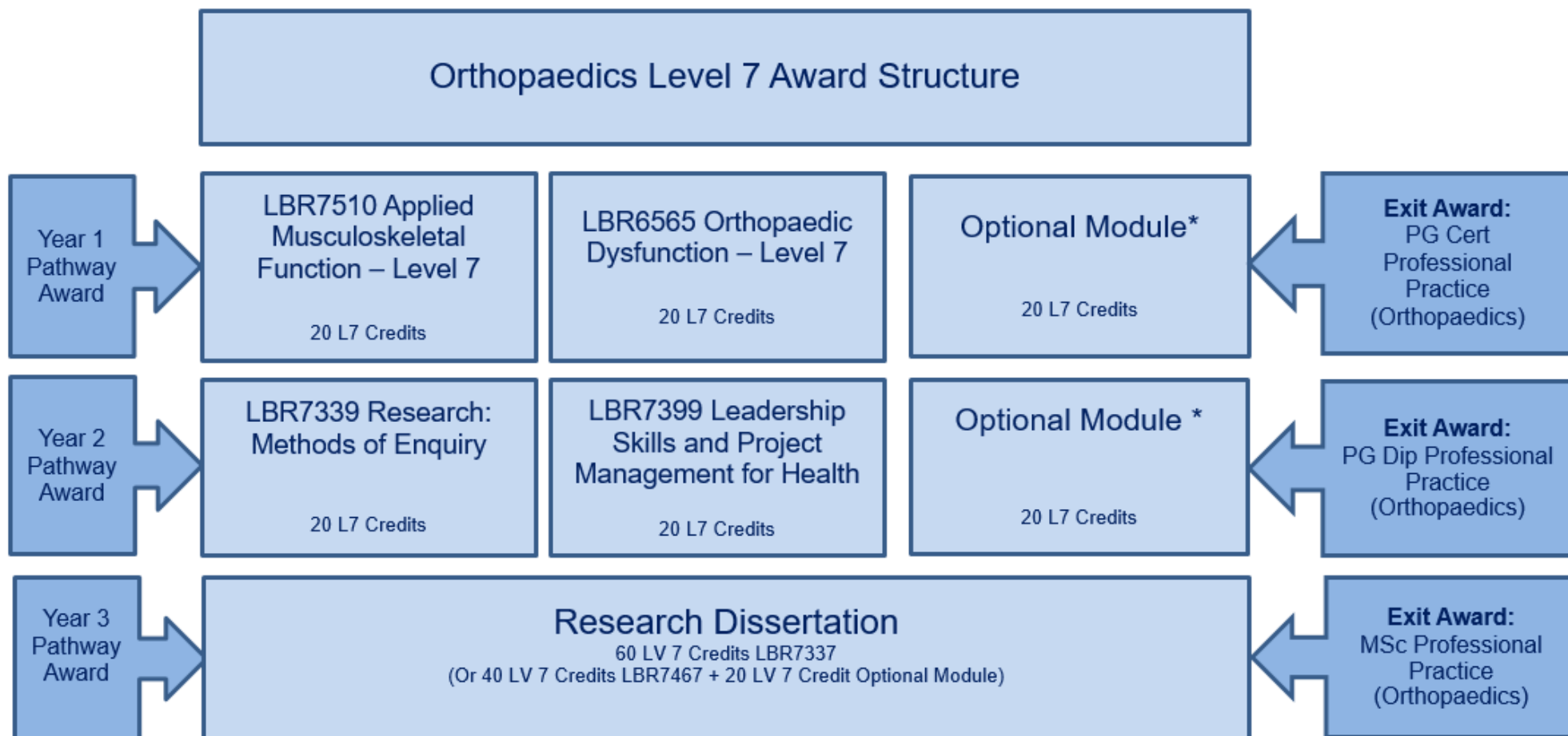
Trauma and Orthopaedics Routes– Level 7



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader



* Any appropriate module (relevant to Pathway / Speciality) from University/Faculty portfolio as agreed with the Pathway Leader

Level 7 Core Modules	LBR7510 Applied Musculoskeletal Function – Level 7	LBR7515 Orthopaedic Dysfunction – Level 7	LBR7512 Musculoskeletal Trauma – Level 7
Credit level (ECTS value)	20	20	20
Study Time (%) S/GI/PL	60/40/00	60/40/00	60/40/00
Assessment method	Examination	Written Assignment	Oral examination
Assessment scope	1.5 hours	3000 word written assignment	Up to 30 minute duration
Assessment week			
Feedback scope	20 working days following submission	20 working days following submission	20 working days following submission
Delivery mode	Blended learning	Blended learning	Blended learning
Learning Outcomes	1. Critically appraise and apply normal musculoskeletal anatomy and physiology in relation to development of the musculoskeletal system.	1 Critically evaluate and appraise the epidemiology and pathophysiology of the orthopaedic disease process.	1. Critically appraise and evaluate the mechanism and pathophysiology of traumatic injury
	2. Critically compare and evaluate the methods employed to assess musculoskeletal function	2. Critically analyse and appraise evidence based management of the orthopaedic patient in regard to assessment, treatment and potential complications	2 Critically appraise and compare the interventions utilised in the resuscitation and stabilisation of the major trauma patient
	3. Critically appraise, compare and contrast the health promotion strategies utilised care practitioners to optimise musculoskeletal health.	3. Critically compare and contrast the roles within the orthopaedic interdisciplinary team in relation to the orthopaedic patient	3. Critically explore and evaluate the psycho-social consequences of traumatic injury.
	4. Critically evaluate and appraise the pharmacological options for agents used in musculoskeletal practice and their effects on the musculoskeletal system		4. Critically analyse and compare the physical and psychological rehabilitation of the individual following major traumatic injury.
Programme Aim Links	1☑ 2☑ 3☐ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	NA	NA	NA

Additional Information

Although this programme does not have specific PSRB requirements the teaching, learning and assessments, where appropriate, are linked to national standards and guidance for the clinical specialities. Where students are undertaking clinical placements or work based assessments in their own work areas it is expected that they will follow the local clinical area policies and guidelines.

A web based link option is available to potentially enable students from further afield in the UK or abroad to access lectures from outside. This option could be utilised as an extraordinary delivery mode to enable students from further afield or abroad to access the lectures and complete the programme awards.

Section Three

The Module Guides for the programme are collated in separate folder