

A close-up portrait of a young man with short brown hair, smiling broadly, wearing a teal-colored shirt. The background is a plain, light grey color.

UNIVERSITY OF THE
WEST *of* SCOTLAND

UWS

FOR A CHANGING WORLD

BSc HEALTH STUDIES PART-TIME STUDY GUIDE

Post-registration Health, Nursing and Midwifery

For entry:

September 2014, February and Summer 2015

Day, evening & online study:

- **BSc Health Studies**
- **Stand-alone modules for Continuing Professional Development**
- **Further study options**

www.uws.ac.uk/pt

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DREAMING, BELIEVING, ACHIEVING YOUR GOALS

We aim to change lives and transform communities through education. We remove the barriers many of us face when considering higher education and offer real opportunities for bright, talented and ambitious people - from all walks of life - to thrive and succeed.

Whether you want to keep up with the latest advances in your area of expertise, improve your career prospects or change careers direction, UWS can help you achieve your goal.

Flexibility

If you are a busy health professional, part-time study could be the answer for you. At UWS 32% of our student population is part-time and we offer flexible, affordable courses via day, evening or online study.

Your local university

Our programme and modules (in a range of health, nursing and midwifery areas) are available across each of our four centrally located campuses in Ayr, Dumfries, Hamilton and Paisley. We're easy to get to, with excellent transport links to and from our campuses.

Employability

Our courses are career-focused and designed for the real world.

Excellent support

We know that the right support plays a key role in the success of our students. Our specialist teams provide a range of help and advice with careers, funding, additional support needs and much more.

Funding options

UWS is an affordable option for study. See pages 33/34 for details of a range of funding options available to help finance your studies.

Previous credit

You may be able to transfer credit obtained from prior learning - this may enable you to build on existing qualifications, if appropriate.

01

INSTITUTION

15,375

STUDENTS

04

CAMPUSES

THE LOCAL
UNIVERSITY FOR
OVER

30%

OF SCOTLAND'S
POPULATION

STUDENT POPULATION



06

SCHOOLS

1897 ORIGINS DATING BACK TO 1897

"We offer a wide range of subject areas to enable career and professional development opportunities. Continuing professional development is a key theme in health, nursing and midwifery to ensure health professionals are able to meet the demands of the healthcare environment. I look forward to you studying with us at University of the West of Scotland."

Dr Heather Simpson, Head of School, School of Health, Nursing & Midwifery

YOUR STUDY OPTIONS

This guide outlines the range of part-time modules available as part of our post-registration programme or on a stand-alone basis. Modules are offered at our campuses in Ayr, Dumfries, Hamilton and Paisley as well as at off-campus locations and on an online learning basis.

Degree study

If you are a nurse, midwife, paramedic, health visitor, district nurse, or a member of a health-related or social care profession, the following programme will be of interest to you. By selecting an appropriate range of modules you can tailor a programme to suit your own particular career requirements and aspirations (detailed on pages 14-27).

BSc Health Studies reflects current health and social care delivery where the needs of individuals are increasingly being met by a broad range of professionals working in partnership to deliver a seamless service to patients and service users. This programme is designed to help you develop your professional abilities – integrating studies you have already undertaken and professional experience previously gained – with new areas of study relevant to your profession. To enable you to build on the training and professional experience you have gained as a health professional, credit is recognised for prior education or learning. The amount of credit that can be claimed depends on your individual learning background. The length of time it takes to complete the programme will also vary, depending on your professional and academic qualifications held on entry (prior credit) and on the number of subjects studied.

For the above award, a minimum of 3 BSc Health Studies modules (60 points at SCQF Level 9), including the core Critical Research Appraisal module, must be successfully completed, within a five-year period, while registered on the programme with the University.

NB: Although credit may be transferred (subject to an individual student's status) for programmes and modules successfully completed within/outwith the University, students should be registered on modules from the BSc Health Studies during the final year of their programme.



Standalone modules

If you're unsure about committing to a programme – but still want to develop your skills in a particular area, or want to study for personal interest/professional development – undertaking one of our modules on a stand-alone basis could be for you.

Modules can be studied during the day, in the evening, or on an online learning basis, and are available at SCQF Level 9 (SD Level 3). To access the majority of modules a nursing/allied health/health-related/social care qualification is required. Each successfully completed module carries 'credit' and you can build your credits to achieve a degree level qualification, if you choose to work towards a University award. All modules within this guide can be taken for continuing professional development purposes, as appropriate.

"I had previously looked at other universities to study at but with UWS having an affiliation with my employer and the programme modules having the greatest interest to me, I chose to study the BSc Health Studies programme at UWS.

"During my time at UWS I have liaised regularly with my Guidance Adviser who has given me advice on which modules to study in order to complete my degree. I have received a variety of help to fund my studies; Carnegie Trust Fund, ILA and latterly via my employer who have a Service Level Agreement with the University.

"The challenge is juggling my part-time studies with my full-time job, however, my employer has been very supportive and I ensure I assign time for my studies at home."

Andrea Sneddon

Part-time student and Dietetic Support Worker at Ayrshire Central Hospital

Further study options

The University offers a range of post-registration further study options for health, nursing and midwifery students. These options are highlighted on pages 28-31 of this guide.

Recognition of prior learning (RPL) bridging process

Students who enter the BSc Health Studies programme with a credit deficit at SCQF Level 8 can, via our RPL bridging process, satisfy this deficit. This process will enable students to evidence their prior learning through experience. Equally, it will serve to re-introduce students to the discipline of academic study and prepare them to fully recognise the changing context of working within their profession. For more information, call **0141 848 3791** or e-mail **hnsu@uws.ac.uk**

English language requirements

Applicants must have the language and literacy skills to understand and use the written materials utilised in the learning and teaching of the programme and be able to communicate clearly and accurately in spoken and written English. Applicants, for whom English is not their first language, will be required to provide evidence of current proficiency in the English language - this must be current, that is, have been completed within two years of the commencement of the programme at the University. An extensive list of UWS accepted language qualifications is available at **www.uws.ac.uk/englishlanguage**

SUPPORT

1489 / **581** / **908**
STAFF MEMBERS / ACADEMIC STAFF / SUPPORT STAFF

At UWS, the student experience is at the heart of all that we do. We'll support you in your studies every step of the way – right through until you graduate, and beyond.

Student Link

Our Student Link is your first port of call if you need advice – our specialist support teams, based at each campus, can offer information about everything from enrolling on your course, to giving the advice you need during your studies. Whether it's a question about funding, careers, exams or additional support needs – we can help.

Visit www.uws.ac.uk/studentlink

Careers advice

Our Careers and Employability Service operates across the campuses, and incorporates the Careers Service and Job Shop directing students to a wide range of employment opportunities. For more information on the full range of services available visit www.uws.ac.uk/careers

Study facilities

Across all four of our campuses, there are well-equipped libraries suitable for individual or group study; a wealth of online resources; wi-fi and hundreds of PC workstations with free email and web access. And our friendly and helpful library team are always on hand to help if you can't find what you need. You'll also get access to Moodle, our Virtual Learning Environment, which provides access, from any location, to online course materials, lecture notes, and tutor/student discussion boards.

Your intro to university life

We offer sessions at each of our campuses to give you an insight into university study. You can find out how to access services and facilities such as the library, ICT labs, your student email account and our Virtual Learning Environment – Moodle.

Support and advice

Our Education Guidance Advisers are on hand to help you, and we can arrange out-of-hours appointments, designed to fit in around your commitments, offering advice and guidance. For more information call

0141 848 3791 or email hnsu@uws.ac.uk

UWS CAMPUSES

in ayr / dumfries / hamilton / paisley

Packed with excellent facilities, our award winning* campuses offer everything you need for learning.



Ayr Campus

Just 10 minutes from Ayr town centre, our stunning £81m Ayr Campus includes some of Scottish Higher Education's finest facilities, with suites, studios and labs for performance, music, broadcasting, education and healthcare; as well as an award-winning library; students' union; cafes; and a student services team. In our opinion, one of the best equipped campuses in Scotland.

Dumfries Campus

Two miles from the centre of Dumfries, the campus is situated within a historic 85-acre parkland estate and is shared with University of Glasgow and Dumfries & Galloway College. Facilities include state-of-the-art nursing labs; a library; games hall; gym and fitness studio; student services; and active students' association. A small but perfectly formed campus!

*Ayr Campus – Green Gown Award 2012; runner-up in the facilities category of the Guardian's University awards 2013; and winner of SCONUL (Society of College, National and University Libraries Design Awards 2013) best library (under 200sqm).



Hamilton Campus

In the centre of town, Hamilton Campus offers state-of-the-art nursing and midwifery simulation wards; sport and exercise labs; upgraded library; Centre for Engineering Excellence; sport and leisure centre; self-catering halls of residence; students' union; student services; cafes; and on-campus shops. There are also plans for a £53m new build development on campus, providing you with a truly inspirational learning experience.



Paisley Campus

10 minutes by train from Glasgow, Paisley is our biggest campus. Featuring interdisciplinary science labs; specialist computer games, animation and music technology labs; industry-standard design and engineering facilities; nursing and midwifery simulation labs; library; students' union; student services; and cafes.

INFORMATION SESSIONS

For more information on our courses and to help you decide which option is right for you, pop into one of our info sessions. If you can't come along but need to speak to us, call **0141 848 3791** or email hnsu@uws.ac.uk
Our website www.uws.ac.uk/pt is also a great source of information.

Ayr Campus

Wednesday 27 August 2014,

4.30-6.30pm, Reception

Wednesday 14 January 2015,

4.30-6.30pm, Reception

Wednesday 13 May 2015,

4.30-6.30pm, Reception

Dumfries Campus

Wednesday 3 September 2014,

4-7pm, Dudgeon House

Wednesday 14 January 2015,

4-7pm, Dudgeon House

Wednesday 13 May 2015,

4-7pm, Dudgeon House

Hamilton Campus

Thursday 28 August 2014,

4-7pm, Centre of Engineering Excellence

Thursday 15 January 2015,

4-7pm, Centre of Engineering Excellence

Thursday 14 May 2015,

4-7pm, Centre of Engineering Excellence

Paisley Campus

Tuesday 26 August 2014,

4-7pm, Brough Committee Room/Brough Hall

Tuesday 13 January 2015,

4-7pm, Student Link

Tuesday 12 May 2015,

4-7pm, Student Link

Get advice

For further advice and information about any aspect of part-time study at the University, visit

www.uws.ac.uk/pt



TRIMESTER DATES

2014/15

Trimester 1

Teaching commences	Monday 22 September 2014 (For 12 teaching weeks)
Christmas vacation commences	Monday 15 December 2014
Consolidation week commences	Monday 5 January 2015
January assessment diet	Saturday 10 - Saturday 24 January 2015
End of Trimester 1	Saturday 24 January 2015

Trimester 2

Teaching commences	Monday 2 February 2015 (For 12 teaching weeks)
Easter vacation commences	Saturday 4 April 2015
Teaching re-commences	Monday 13 April 2015
Consolidation week commences	Tuesday 5 May 2015
May assessment diet	Saturday 9 May - Saturday 23 May 2015
End of Trimester 2	Saturday 23 May 2015

Trimester 3

Teaching commences	Monday 1 June 2015
August assessment diet	Saturday 1 August - Saturday 15 August 2015

University/public holidays

Christmas	Wednesday 24 December 2014 - Friday 2 January 2015 (inclusive)
Easter Monday	Monday 6 April 2015
May Day	Monday 4 May 2015
Glasgow Fair	Monday 20 July 2015 (Hamilton Campus only)
Paisley Fair	Monday 3 August 2015 (Paisley, Ayr and Dumfries)

NB: Some modules/courses run outwith the designated trimester dates. It is the responsibility of students to check dates of their module(s)/programme. Trimester details are correct at the time of printing.

GETTING STARTED

1. Use this guide to choose the modules you are interested in. Remember that you can choose individual modules purely out of interest or for professional development, or you can study towards a BSc Health Studies. If you're not sure or need advice, just get in touch. You can call us on **0141 848 3791** or email **hnsu@uws.ac.uk**. If you'd like to speak with someone in person, you can arrange a visit, or you can drop into one of our information sessions (see page 9) for advice.
 2. Deciding how to pay for your part-time study is a big consideration. There are a number of funding initiatives available that can help you meet the costs of part-time study.
 - **Service Level Agreements (SLAs)** – allow staff, with the authorisation of their line manager, to access modules at no cost to them.
 - **Skills Development Scotland Individual Learning Accounts** – can help you pay for your part-time study and you can get up to £200 towards the costs of learning or training.
 - **Part-Time SAAS Fee Grant** – gives help each year towards the cost of your tuition fees. The level of tuition fee you receive will depend on the number of credits you study for and the qualification you are studying.
 - **Professional and Career Development Loans** – bank loans to pay for courses and training that help with your career or help get you into work. You may be able to borrow between £300 and £10,000.
 - **Part-Time SAAS Discretionary Fund** – administered by our Funding & Advice Team. Funding is available to eligible students for books/course materials, travel and childcare.
- See pages 33-34 for more information on these funding initiatives and programme and module costs.
3. Complete your application. We always advise you to apply as early as possible, as our courses fill up quickly. Part-time applications are made online at **<http://apply.uws.ac.uk>**. There's more information on the application process on page 32.
 4. When we have reviewed your online application you will be emailed with offer details, if appropriate.
 5. Enrol on your course. Part time students enrol online, and online enrolment instructions will either be included with your offer email or will follow in due course.

BSc HEALTH STUDIES

Has been developed to enable health and social care professionals to build on their existing health/social care qualifications, up to degree level.

The BSc Health Studies programme consists of a wide range of modules that are relevant to modern healthcare practice. The modules reflect current health and social care delivery, where the needs of individuals are increasingly being met by a broad range of professionals working in partnership to deliver safe, effective, person-centred, value-based care.



BSc Health Studies

This programme will be of interest to health and social care professionals such as nurses, midwives, social workers, dietitians, physiotherapists, occupational therapists, podiatrists, complementary therapists, paramedics, speech and language therapists, art therapists, radiographers, audiologists, as well as health project officers, development workers and community health partnership workers.

The programme aims to help you develop greater critical awareness of the factors that need to be addressed in the workplace to improve the health of your clients/patients/residents. There will be a focus on evidence-based practice and the programme/modules are aimed at encouraging you to develop a proactive attitude to addressing health-related issues.

The development of graduate skills and attributes is also seen as an essential feature of the programme. The module content aims to encourage you to explore new ideas and challenge existing views on contemporary health issues affecting your everyday practice. By doing this you will develop the high-level attributes and employability skills required to develop professionally; which will allow you to help shape local healthcare provision. In order to encourage this process, modules in the programme are grouped under three clear themes:

Theme 1: Research Skill Development

Theme 2: Professional Development

Theme 3: Contemporary Healthcare Issues

You are encouraged to undertake a minimum of one module from each of the themes. That is, a research focused module, a professional development module and a healthcare module (see index on page 38 for list of modules by theme). By participating in at least one module from each grouping, you will gain a more holistic view of the graduate skills and other transferable skills that programme participation will encourage.

Throughout the programme you will be expected to: engage with a process of lifelong learning; improve your enquiry skills; and appreciate the value of degree level education to you and to wider society. Ultimately, this will assist you to acquire the skills necessary for autonomous practice and team working.

The minimum entry requirement for the programme is a relevant nursing or allied health-related/social care accredited qualification. To be eligible for the title BSc Health Studies, students must successfully complete a minimum of three 20 point Health Studies modules at SCQF 9 (Level 3), including the core module: Critical Research Appraisal.

Elaine Stevens, Programme Leader
Tel: 0141 849 4299

If you haven't received a timetable (detailing trimester, venue and dates for each module) with this study guide, you can access academic session 2014/15 BSc Health Studies timetable information via our website at www.uws.ac.uk/ptinfo.

BSc Health Studies

Acute Mental Health Care

Level:

20 points SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Clinical Supervision log (20%), Presentation (80%)

This module enables students to critically appraise care delivery strategies in acute care inpatient and community settings. It will focus on maintaining currency of practice within acute mental health care settings and also enhance the delivery of care to meet the psychological and physical health care needs of the acute population. This module explores the complexity of acute mental health care delivery to meet the holistic needs of people with a focus on skills enhancement. Students will learn to critique an aspect of care delivery and enhance future practice.

The assessment enables the student to demonstrate knowledge of care delivery, research and presentation skills. The assessment will equip the student with strategies for future research & presentations.

At the end of this module the student will be able to:

- Critically evaluate the care delivery needs in an acute mental health care setting.
- Explore and evaluate current perspectives of interventions in an acute mental health care setting.
- Demonstrate synthesis of knowledge and skills by applying evidence based interventions with clients, families and carers.
- Critically appraise the literature and propose an enhancement to practice strategy.
- Analyse and reflect on the application of clinical supervision in practice.

Alcohol, Drugs and Addiction

Level:

20 points SCQF Level 9

Entry Requirements:

None

Assessment:

Class test (20%), assignment (80%)

This module outlines the main theories of substance use, problems and addiction and how these inform interventions.

A critical approach is taken towards explanations of substance use in a socio-cultural context, exploring the disease/medical model(s) of addiction and social learning model(s) of addiction. The political, ideological and economic factors, which underpin the competing views of 'recovery' between abstinence and harm reduction, are critically discussed.

A critical standpoint is taken by teaching staff towards all interventions on alcohol and drugs, whether local, national or international and incorporated into teaching. The philosophy, which underpins this module, is that all drug/alcohol use and problems involve an interaction between the drug, the individual and the environment.

Therefore, this module provides a broad critical perspective on alcohol, other drugs and addiction. Inputs relate to pharmacology and psychology as well as an outline of current treatments/interventions and their effectiveness.

BSc Health Studies

Timetable information is available at www.uws.ac.uk/ptinfo

Alcohol, Drugs: Policy & Prevention

Level:

20 points SCQF Level 9

Entry Requirements:

None

Assessment:

Class test (20%), assignment (80%)

This module provides a basic grounding in the design and execution of various types of policy and practice in the drug and alcohol field. It is an independent (stand-alone) module. It is provided on all four UWS campuses. This module gives all students who are interested in this area a superb introduction to the factors which influence alcohol and drugs prevention policy and treatment. The units of study are:

- Introduction to alcohol and drugs policy frameworks
- Prevention of alcohol use – introduction to harm reduction policy
- Preventing supply: an introduction to prohibition policy
- Preventing demand: an introduction to education as prevention
- Public health and criminal justice prevention policy comparisons
- International comparisons – a global view of alcohol and drugs policy

This module aims to give students the opportunity to discuss the ideological underpinnings of drug and alcohol social policy, and the intended and unintended consequences of their implementation. Throughout the programme of study, emphasis is placed on the importance of a multi-disciplinary approach to the understanding of alcohol and drug social policy.

Cognitive Behaviour Therapy

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Case report (100%)

This module is designed to provide healthcare practitioners with an increased awareness of the theoretical background and current principles involved in the application of a cognitive behaviour therapy (CBT) orientated approach to patient/client/problem management.

Across the module, the student will be introduced to the historical and philosophical concepts underpinning current CBT principles, and will be encouraged to acknowledge the core skills and practices that are characteristic of effective CBT assessment and case formulation. In conjunction, the student will be encouraged to critically appraise current research findings with regard to the clinical effectiveness of specific interventions and programmes as applied to various presenting problems and conditions.

BSc Health Studies

Critical Research Appraisal

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Written assignments (20%/40%/40%)

This core module aims to develop students' understanding of the research process and help them acquire the knowledge and skills necessary for appraising research in their own field of practice. It also aims to encourage them to make use of the best evidence and research available to guide their practice and improve client care.

During the module the following areas will be covered: quantitative and qualitative research design; sampling methods; data collection; data analysis; appraisal/critiquing skills; validity; reliability; research ethics; evidence-based practice; and barriers to implementing research in practice.

Dementia Care

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Assessment (20%), case study (80%)

This module is designed to be relevant to members of multidisciplinary and social care teams. This module aims to reflect the global and national changing face of service provision for those with a dementia-causing illness based around the work of the World Health Organization (2006) and Alzheimer's Disease International (2010). This module focuses on providing the knowledge and skills required to deliver high-quality, relation-centred care to people who have a dementia-causing illness.

A relation-centred approach to care is emphasised throughout this module, with the main thrust focusing on maximising the strengths and minimising the weaknesses of the individual.

BSc Health Studies

Diabetes Management

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Class test (30%), written assignment (70%)

This module has been developed to allow a registered healthcare practitioner to be able to respond to the clinical needs of people with diabetes. It takes a holistic view of the disease trajectory and emphasises the relationship between a person's social, psychological, spiritual and physical needs. It is only by addressing all of these needs that practitioners can hope to make a difference in the lives of people with diabetes.

This module will utilise current clinical experts to ensure that what the student receives in theory is up-to-date and evidence-based clinical practice.

The physiology of diabetes will be covered in-depth and the curriculum will pay due respect to the holistic view of the disease. Practitioners who successfully complete this module will be equipped to both meet the acute needs of the person with diabetes and allow the practitioner to partner the person with diabetes in the long-term management of their condition.

Fundamentals of Psychodynamic Psychotherapy

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Presentation (30%), written assignment (70%)

This module provides an introduction at foundation level to the theory underpinning psychodynamic psychotherapy.

Through participation in this module, students will be expected to begin a process of monitoring their own feeling responses to patients/clients in order to help them understand the impact the patient may have on others (including the health practitioner) and consider the implications of this.

This module does not provide a professional qualification in psychodynamic psychotherapy, but contributes to the continuing professional development of health practitioners. This form of therapy is often referred to as the 'talking cure' and involves paying detailed attention to the patients' subjective experience, their personal history, including significant attachment relationships, and to their 'inner world', including conflicts and unconscious processes as relevant to their presenting symptoms. Treatments are rooted in psychoanalytic theory and have as their base a psychoanalytic understanding of and respect for the complexity of the human experience.

BSc Health Studies

Improving Health and Tackling Inequalities

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Presentation (30%), written assignment (70%)

There have been significant improvements in UK and European health status in terms of the major diseases of cancer, heart disease and stroke. These improvements however have not been experienced by everyone. Unacceptable inequalities in health still exist across societal groups, with some areas in the UK experiencing differences in life expectancy between poor and affluent areas of as much as 17 years.

Recent global and national policy has highlighted the importance of the distinctive contribution that health and social care practitioners make to improving public health. However, they stress the need for this contribution to be much more focused and targeted to meet the health needs of individuals, families and communities, and in particular the vulnerable and excluded.

In responding to these proposals it is necessary for practitioners to work across professional boundaries to empower consumers to increase control over their own health and well-being; and ensure that they are fully involved in this decision-making process.

Infection Control in Practice

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Essay (100%)

This module aims to facilitate in-depth study of infection control principles, assisting in the development of enhanced knowledge, understanding and application of these to practice. It begins with an overview of how infection control practices have evolved over time, and the influence and impact of this on infection categorisation, prevention, control and monitoring. Surveillance, audit activity, quality improvement initiatives and research will be discussed and appraised.

Materials delivered online will provide opportunity to present, discuss and debate the implications of poor infection control practice, and the mechanisms which can be implemented to promote and enhance effective infection control practice; these mechanisms include education, research, quality improvement approaches and evidence-based practice; multi-disciplinary teamwork, leadership and role modeling; clinical governance issues such as national political agendas, local policy, risk assessment, resource allocation and management systems, dealing with the media and the public, and managing litigation. Within each topic, the focus will be on current issues in the field of infection control.

Timetable
information is
available at
[www.uws.ac.uk/
ptinfo](http://www.uws.ac.uk/ptinfo)

BSc Health Studies

Investigative Enquiry

Level:

20 points at SCQF Level 9

Entry Requirements:

Critical Research Appraisal module, or equivalent

Assessment:

Written assignment (100%)

This module aims to help students further develop their knowledge of research and its application in practice. During the module the student will explore and analyse an aspect of care or management that has relevance to their professional practice and will critically review and evaluate the literature available on the topic selected. They will provide evidence and recommendations for future practice and development.

This module encourages the student to develop the skills of independent self-directed learning, under the guidance of an academic supervisor. It will help them to acquire the skills necessary to locate literature related to their topic, to interpret and evaluate the findings and to use them to inform their professional practice.

Students will be encouraged to consider the issues discussed and addressed in their assignment within the context of their personal development planning (PDP). They are expected to reflect on how their investigation into the topic discussed in the literature review may be used to shape their learning, underpin future practice and enhance employment relevant skills.

Leading in Health and Social Care

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Online class test (30%), written assignment (70%)

This module begins by considering various leadership styles and theories, from the early 'Great Man' theory to modern theories of transactional and transformational leadership.

As the majority of healthcare is delivered by means of multidisciplinary teamwork, the various types of groups, dynamics of groups and teams and the characteristics of an effective team are considered. Consideration is given to team cohesion and how decision-making is achieved within teams. As healthcare provision is ever-changing, models of planned change and agents of change are discussed, as well as the pragmatics of planning a change initiative, and the needs of target group and change agent during change initiative.

Professional issues and the professionalisation of the health disciplines are considered, as well as the concepts of responsibility, accountability and autonomy. Given the different educational reparations and professional expectations, communication patterns between the disciplines and methods for enhancing communication are analysed.

BSc Health Studies

Long Term Condition Management

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Asynchronous discussion (50%), written assignment (50%)

This module will provide a holistic knowledge base for students which will enable them to develop their role in participating in the management of individuals with long-term conditions. It will also provide opportunities for a wide variety of professions to develop knowledge and critical insight on the impact of long-term conditions in relation to the physical and psychosocial health of individuals and their carers.

Students will develop an understanding of the evidence-base for approaches to long-term conditions management and will be encouraged to challenge professional assumptions regarding the needs of individuals and families affected by long-term conditions. Students will be given an insight into the implications of living with a long-term condition and explore the strategies involved in addressing the health and social care requirements of this patient group. The nature of concordance vs. compliance will also be explored.

Medication and Mental Health

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Written assignment (100%)

Ninety percent of mental health service users take two or more psychotropic medicines. All nurses have a duty of care to support safe and effective use of medicines. The impact of any medicine needs to be understood by every nurse administering medicines. This means all mental health nurses, need to critically engage with psychopharmacology, clinical governance and wider best practice issues.

This module addresses these issues by integrating analyses of psychopharmacology, mental health nursing and medication legislation. This provides the background for a critical analysis of the modern mental health nursing role in medication management for people diagnosed with mental health problems such as schizophrenia, depression, anxiety and insomnia

BSc Health Studies

Timetable
information is
available at
[www.uws.ac.uk/
ptinfo](http://www.uws.ac.uk/ptinfo)

Mentorship: Professional Practice

Level:

20 points at SCQF Level 9

Entry Requirements:

RGN/RMN/RM with a minimum 1 year post-registration experience and must be nominated by Lead PEF

Assessment:

ePortfolio (100%)

This module will enable the student to develop the necessary knowledge skills and competence to meet the requirements of a mentor in practice as defined by a professional discipline.

Successful completion enables the mentor to become a credible, effective and valued contributor to learning and assessment in practice, who through provision of guidance, support and assessment will become an effective facilitator of learning in a practice learning environment.

Mentor competence will be developed both on campus and in a work-based setting by learning and adopting the principles of a recognised model of mentorship in practice thus creating a positive teaching, learning and assessment environment whilst promoting effective inter-professional relationships.

To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustment.

This module will provide a valuable contribution to continued personal and professional development where the course participants engage in the development of their critical analysis, decision making and reflective skills whilst contributing to other graduate attributes.

To support compliance with NMC standards (NMC, 2008), students engaged in the module must have access to mentor a student nurse or midwife, for the duration of their practice learning experience, and must complete the module assessment normally within three months but no more than two trimesters of the academic year.

Please note that this module is free of charge to students with a residence status of 'Scotland'.

Non-Medical Prescribing: Theory and Practice

Level:

40 points at SCQF Level 9

Entry Requirements:

This module is open to nurses, midwives, chiropodists/podiatrists, physiotherapists and radiographers with 3 years post registration experience who have worked for at least one year in the clinical area where they will prescribe. All applicants must have the support of their employing organisation.

Assessment:

Pharmacology exam, numeracy exam, practice-based competency portfolio and three case studies linking prescribing theory to clinical practice. All elements of assessment must be passed in order to gain a prescribing qualification.

This module aims to prepare nurses, midwives, podiatrists and physiotherapists to prescribe independently (using a prescription) and supplementary (using a clinical management plan) and to prepare radiographers to prescribe using supplementary prescribing. This module has been validated by the NMC and HCPC. Students need the support of a designated medical supervisor who meets the NMC/HCPC criteria, to support them through a minimum of 78 hours supervised practice.

This module can be taken at SCQF Level 9 with 40 academic credits gained over two trimesters either on campus (26 theory days), or by blended learning (10 compulsory theory days and an additional 10 study days from employers). Both practice and theory modules must be taken together. It can also be taken at SCQF Level 11 with 20 academic credits over 20 weeks. Students must have sound knowledge of research methodology before applying at this level and should contact the module co-ordinator for further information. The prescribing qualification is recordable with the relevant professional body.

Please contact your Health Board Lead for Prescribing, or for more information contact Frances Downer on **0141 849 4030** or frances.downer@uws.ac.uk

BSc Health Studies

Nurse Prescribing V150

Level:

20 points at SCQF Level 9

Entry Requirements:

As per NMC (2006) Standards of Proficiency for Nurse and Midwife Prescribers and must be nominated by Health Board.

Assessment:

Pharmacology and numeracy exam, portfolio of competencies, case study

This module is aimed at preparing nurses to prescribe from the Community Practitioner Nurse Formulary which allows nurses to prescribe from a limited range of drugs, wound products and appliances. It leads to a recordable qualification with the Nursing and Midwifery Council (NMC), Nurse Prescribing without a Specialist Practitioner Qualification V150.

It will be available to nurses who meet the entry criteria determined by the NMC, and have the support of their employing organisation.

Applicants should identify a community practitioner nurse prescriber who will support and assess them throughout the module. This module will be taken over one trimester and consists of both theory and practice aspects. It can be taken as a stand-alone module, or as part of a programme of study. It will be delivered as 10 days on campus, and an additional 10 days (65 hours) supervision in practice.

Please contact your Health Board Lead for Prescribing, or for more information contact Susie Gamble on **0141 849 4285** or **susie.gamble@uws.ac.uk**

Older Adults in Society

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Assessment (30%), essay (70%)

This module aims to enable healthcare workers to identify and challenge personal and professional attitudes and values towards older adults.

It will also explore the nature of healthcare provided for the older adult from a range of perspectives. This exploration aims to aid the healthcare professional to recognise and examine policies and practices which will support quality care for the older adult.

An underlying aim of the module is to encourage all participants to make use of the best evidence and research available within the field to guide their practice and improve their understanding of the older people they will encounter in health and social care settings.

BSc Health Studies

Timetable
information is
available at
[www.uws.ac.uk/
ptinfo](http://www.uws.ac.uk/ptinfo)

Pain Management

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Online short answer test (30%), written assignment (70%)

Health and social care practitioners will encounter clients in pain. This will vary from that arising from simple causes to the complexities of difficult pain syndromes. Consequently, there is a need for practitioners to acquire and promote skills in total pain management. The influence for the development of this module is the belief that education is the key to the dissemination of new attitudes, knowledge and skills; in order that care management for all clients with pain should improve.

The aim of this module is to improve pain management in all care settings by developing within practitioners, critical evaluative skills, and evidence-based knowledge that encompasses holistic care.

Palliative & End of Life Care

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care/counselling/complementary therapy qualification

Assessment:

Written assignment (40%/60%)

The receipt of optimal palliative care, regardless of diagnosis or care setting, is now seen as a basic human right, especially in the western world. However, studies continue to show that professionals working in hospitals, care homes and the community lack the knowledge and skills to provide such care. The aim of this module therefore is to give all professionals a solid grounding in the fundamental principles of palliative care to allow them to provide high-quality care to dying people and their families in a timely fashion.

This module will cover the management of the common symptoms of advanced disease (physical, emotional and spiritual) as well as the care and support of families and the bereaved. The importance of communication and inter-professional team working within the provision of high-quality palliative care will be woven through the content. In addition, the importance attached to using current guidance and frameworks to improve palliative care across care settings will enable practitioners to integrate palliative care practices into their current care systems.

BSc Health Studies

Practical Palliative Care

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification and must be nominated by module team.

Assessment:

Written assignment (100%)

This module will provide both GP's and senior nurses with the knowledge and skills to provide palliative care to those with a life limiting illness in a timely manner regardless of diagnosis. It will cover the management of the common symptoms of advanced disease as well as the care and support of the bereaved. The importance of communication and inter-professional team working within the provision of high quality palliative care will be woven through the content. Participants will also be provided with a "hands on", five day placement with a specialist palliative care team.

At the end of this module the student will be able to:

- Critically assess the management of the common symptoms of advanced disease
- Critically evaluate the impact of pro-active bereavement assessment and care
- Analyse and evaluate the value of good communication in the provision of well co-ordinated palliative care.
- Critically evaluate ethical decision making processes in end of life care

Professional, Moral & Legal Issues

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Written assignment (70%/30%)

In this module, healthcare practitioners will examine ethical issues relevant to the delivery of holistic care and apply ethical principles to their professional practice. Practitioners need to work within a legal framework, and the module will help students examine issues surrounding the legal and professional accountability of the healthcare worker.

Students will be required to actively engage with the subject matter and to review and reflect on practice. They will develop their skills of reflection, critical thinking and values clarification by exploring realistic case studies. Online discussion will facilitate the development of critical thinking in relation to a number of professional, moral and legal issues and will inform the content of the written assignment.

Students will be encouraged to consider the module content in the context of their personal development planning (PDP) by analysing how professional, moral and legal principles may underpin and shape their future practice and enhance employment relevant skills.

BSc Health Studies

Timetable
information is
available at
[www.uws.ac.uk/
ptinfo](http://www.uws.ac.uk/ptinfo)

Quality Improvement & Patient Safety

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Written critical account (100%)

International literature suggests that one in ten patients admitted to hospital experience an adverse event. There is little national or international evidence on incidents in primary care but there is a belief that this level is mirrored in these settings.

Quality improvement techniques and patient safety initiatives are increasingly being introduced into healthcare practice with the intent of improving patient safety and patient outcomes. This module aims to increase the students' knowledge and understanding of quality improvement methodologies, tools and techniques and provide the opportunity for them to use data and evidence to bring about changes in practice to benefit patient care.

Consideration will be given to clinical indicator programs, adverse event monitoring, satisfaction surveys, benchmarking, evidence-based practice and clinical guidelines.

Supporting People Facing Loss

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care/counselling/complementary therapy qualification

Assessment:

Presentation (30%), essay (70%)

This module aims to increase knowledge and understanding of the key issues related to loss and grief in order to enhance the provision of skilled support for individuals and families facing bereavement.

The syllabus will include an overview of the main theories of loss and grief before investigating how individual and collective grief affects people. The impact of specific types of death and the resulting grief responses will be reviewed before identifying the role of the professional in helping individuals and groups cope with loss. Enhancing theoretical, professional and personal knowledge should prove invaluable to those working in health and social care where there is a need to support people through loss.

BSc Health Studies

Teaching in Professional Practice

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

Written assignment (100%)

This module aims to prepare the participant in the development and delivery of a teaching programme. The different theoretical approaches which underpin effective teaching skills and learner needs are discussed. The qualities which positively influence good practice teaching are considered whilst learning styles and theories are explored. Aims, educational objectives and learning outcomes are all defined. Models of programme design, educational resources and the sequencing of content are discussed.

A variety of teaching methods and methods of assessing learning are examined. The rationale for evaluating the teaching programme is presented alongside the methods for gaining feedback. This module will provide the participant with the knowledge and skills required to support the role of teaching in his/her professional practice.

Therapeutic Communication

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care/counselling/complementary therapy qualification

Assessment:

Written assignment (30%/70%)

Therapeutic communication comprises interventions intended to facilitate a positive 'therapeutic shift' for a wide range of problems such as anxiety, communication difficulties, addictive behaviours, grieving and loss. Participants will be encouraged to apply critical thinking to various therapeutic interventions and other helping strategies. The qualities of a therapeutic practitioner within a healthcare environment will be examined and the context of what enables a therapeutic relationship between a patient/client and the practitioner explored. The importance of effective communication within healthcare practice will be appraised. Theory will be strongly linked to experiential practice and set within an atmosphere of enabling and resourcefulness.

BSc Health Studies

Timetable
information is
available at
[www.uws.ac.uk/
ptinfo](http://www.uws.ac.uk/ptinfo)

Wound Management

Level:

20 points at SCQF Level 9

Entry Requirements:

Nursing/allied health/health-related/social care qualification

Assessment:

3,500 word assignment (100%)

The overall aim of this module is to promote the understanding of the management of patients with a range of wounds.

Students will have the opportunity to study a variety of contemporary issues in relation to the wound healing process. Classroom sessions focus specifically on a broad range of topics related to wound management issues and are firmly linked to clinical practice.

This includes anatomy and physiology of the skin/ phases of wound healing; legal issues in wound management; wound assessment/cleansing; the TIME principle; management of fungating wounds; nutrition in wound healing; management of acute and chronic wounds; pressure sores/damage/prevention; common dermatological problems associated with leg ulceration; leg ulcers/diabetic ulcers; burns – when to refer; wound infection/swabbing; wound pain; maggot therapy; legal issues, documentation and accountability.



FURTHER STUDY OPTIONS

A variety of further part-time study options at a range of levels SCQF Level 8/9/10/11), including stand-alone modules for cpd, undergraduate degree, graduate certificate, graduate diploma, postgraduate certificate and masters are available – please see listings overleaf.

IMPORTANT: Please refer to the Postgraduate and Post-Experience prospectus on our website – www.uws.ac.uk/study-at-uws/postgraduate---post-experience/ – for further information on these programmes and their entry requirements.



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STAND-ALONE MODULES FOR CONTINUING PROFESSIONAL DEVELOPMENT

You can undertake the majority of modules within the BSc Health Studies programme, on pages 14–27, on a stand-alone basis. Some of the modules within the Graduate Certificate programmes and MSc Advancing Practice programme can also be undertaken on a stand-alone basis. Please telephone the relevant contact for further information.

In addition there are further modules at SCQF Levels 9, 10 and 11 that are not part of these programmes, but can also be undertaken on a stand-alone basis for continuing professional development (ie Statutory Supervision, Practice Teacher, and Principles of Neonatal Nursing). Please contact the School of Health, Nursing & Midwifery on **0141 849 4200** for further information.

DEGREE STUDY OPTIONS

BA Integrated Public Service (with Health & Social Care/with Administration)

Contact: Helen Rainey, Programme Leader
Tel: **0141 849 4323**

GRADUATE CERTIFICATE/DIPLOMA STUDY OPTIONS

Graduate Certificate in Acute and Critical Care

Contact: Roland Preston, Programme Leader
Tel: **01292 886378**

Graduate Certificate in Cancer Care

Contact: Doreen Molloy, Programme Leader
Tel: **0141 849 4297**

Graduate Certificate in Neonatal Nursing

Contact: Linda Hannah, Programme Leader
Tel: **01698 283100 ext 8610**

Graduate Certificate in Orthopaedic Care

Contact: Beverley Wellington, Programme Leader
Tel: **0141 848 3113**

Graduate Certificate in Palliative Care

Contact: Elaine Stevens, Programme Leader
Tel: **0141 849 4299**

Graduate Certificate in Personality Disorders

(subject to validation)
Contact: Helen Walker, Programme Leader
Tel: **01698 283100 ext 8627**

Graduate Certificate in Sexual Health

Contact: Jackie McFadyen, Programme Leader
Tel: **0141 848 3782**

Graduate Certificate in Urgent Care

(this programme is only being offered to NHS staff)
Contact: Linda Kelly, Programme Leader
Tel: **01698 283100 ext 8636**

Graduate Certificate in Working with Older People

Contact: Margaret Brown, Programme Leader
Tel: **01698 283100 ext 8473**

Graduate Certificate/Diploma in Unscheduled Care

Contact: Jan Meechie, Programme Leader
Tel: **0141 849 4311**

Graduate Diploma in Management of Respiratory Disorders

Contact: Diane Loughlin, Programme Leader
Tel: **01698 283100 ext 8507**

POSTGRADUATE CERTIFICATE/DIPLOMA STUDY OPTIONS

Postgraduate Certificate Child Protection

Contact: Martin Donachy, Programme Leader
Tel: **01292 886246**

Postgraduate Certificate Healthcare Associated Infection Improvement

Contact: Dr Claire Chalmers, Programme Leader
Tel: **01698 283100 ext 8658**

Postgraduate Certificate Cognitive Behavioural Therapy

Contact: Brian Thomson, Programme Leader
Tel: **0141 849 4331**

Postgraduate Diploma Specialist Community Public Health Nursing (Occupational Health)

Contact: Marisa Stevenson, Programme Leader
Tel: **0141 849 4283**

Postgraduate Diploma Specialist Community Public Health Nursing (Health Visiting)

Contact: Jillian Taylor, Programme Leader
Tel: **01698 283100 ext 8420**

Postgraduate Diploma Specialist Community Public Health Nursing (School Nursing)

(subject to validation)

Contact: Jackie McFadyen, Programme Leader
Tel: **0141 848 3782**

Postgraduate Diploma Specialist Practitioner District Nursing

Contact: Vicky Wilson, Programme Leader
Tel: **0141 848 3896**

MSc STUDY OPTIONS

MSc Advancing Practice

Contact: Ann McQuarrie, Programme Leader
Tel: **01698 283100 ext 8642**

MSc Advancing Practice (Advanced Clinical Practice)

Contact: Linda Kelly
Tel: **01698 283100 ext 8636**

MSc Advancing Practice (Cancer & Palliative Care)

Contact: Elaine Stevens
Tel: **0141 849 4299**

MSc Advancing Practice (Care & Practice Improvement)

(Contact: Barbara O'Donnell
Tel: **0141 849 4282**

MSc Advancing Practice (Nursing)

Contact: Maureen Crowley
Tel: **01387 345815**

MSc Health Studies

Contact: Angela Bonar, Programme Leader
Tel: **01698 283100 ext 8656**

MSc Health Studies (Community Health)

Contact: Jillian Taylor, Programme Leader
Tel: **01698 283100 ext 8420**

IMPORTANT: Please refer to the Postgraduate and Post-Experience prospectus on our website – www.uws.ac.uk/study-at-uws/postgraduate---post-experience/ – for further information on these programmes and their entry requirements.

MSc Health Studies (Family Health)

Contact: Clair Graham, Programme Leader
Tel: **01698 283100 ext 8657**

MSc Health Studies (Maternal & Child Health)

Contact: Dr Angela Dow, Programme Leader
Tel: **01698 283100 ext 8653**

MSc Later Life Studies

Contact: Professor Debbie Tolson, Programme Leader
Tel: **01698 283100 ext 8669**

MSc Maternal & Child Health (Advanced Neonatal Practice)

Contact: Linda Hannah, Programme Leader
Tel: **01698 283100 ext 8610**

MSc Maternal & Child Health (Advanced Paediatric Practice)

Contact: Mandy Allen, Programme Leader
Tel: **01698 283100 ext 8478**

MSc Psychosocial Interventions

Contact: Alison Toner/Mark Gillespie
Co-Programme Leaders
Tel: **01292 886468/0141 849 4293**

MSc Vulnerability

Contact: Amanda McGrandles, Programme Leader
Tel: **01292 886355**

APPLY

To apply for one of these study options please see the Application and Fees section on page 32, and follow the instructions for applying online.

FURTHER INFORMATION

For further information on any of the above study options, please refer to the Postgraduate and Post-Experience prospectus on our website (www.uws.ac.uk/study-at-uws/postgraduate---postexperience/) or telephone the relevant contact.

APPLICATIONS AND FEES

Apply online

To apply for part-time study visit:

<http://apply.uws.ac.uk> to make your online application.

When applying online to the University for the first time, you need to create a Login ID and PIN. Click 'First time user account creation' to do this. Select a 'new' application and the 'Part-time (undergraduate and postgraduate)' application type.

Once submitted, your application will be reviewed and you will receive email confirmation of your place with instructions on how and when to enrol online for your modules.

If you have any queries about the application process please contact us on **0141 848 3791** or email hnsu@uws.ac.uk

PLEASE NOTE: As demand for many of the part-time programmes and modules is high, early application is advised, and all are subject to sufficient uptake.

Fees/funding your studies

It is important that you consider how you will finance your course before applying. There are a range of funding initiatives that can help you meet the costs of your study – please see 'Funding Your Studies' below.

Home Students – The equivalent of one module payment is required as a deposit in each academic year. The remaining balance for the year can be paid in instalments.

Overseas Students – A deposit equivalent to 50% of your total fee for the academic year is required (minimum value of one module). The remaining balance for the year is paid in one further instalment.

Self-financing – Payment can be made online using a credit/debit card or by telephone or in person at the Finance Office.

Other funding options – For most other methods of funding you are required to provide evidence to Finance in advance of completing the online enrolment process, for example, Company/Organisation sponsorship.

For further information on payment of course fees, visit www.uws.ac.uk/finance and select '**Student Section**'.

Fees

As a part-time student, you will be responsible for paying your fees. Part-time study at the University is offered at a competitive rate:

Standard fees for Scottish and Non-UK EU students:

Undergraduate 20 credit modules – £305

Some modules have non-standard fees or are offered at a reduced rate, eg. Mentorship: Professional Practice (page 21) is free to Scottish students.

For further information on all fees including standard fees for other UK students (RUK) and overseas students, see our full list of tuition fees for 2014/15 visit www.uws.ac.uk/tuition-fees

Students seeking help with financial concerns should contact Student Services for possible alternative sources of funding or visit

www.uws.ac.uk/fundingadvice

Funding your studies

There are a range of funding initiatives that can help you meet the costs of your study:

Service Level Agreements (SLAs)

SLAs are in place with:

- NHS Ayrshire and Arran
- NHS Dumfries and Galloway
- NHS Greater Glasgow and Clyde
- NHS Lanarkshire
- Argyll Division of NHS Highland

The SLAs allow staff, with the authorisation of their line manager, to access modules and programmes within this guide at no cost to them, individually. Please contact your Practice Development Unit for the appropriate form and further information.

NHS Dumfries & Galloway students, partially funded under the NHS contract, need to complete a study request form. Please contact your line manager for the appropriate form and further information.

Skills Development Scotland Individual Learning Accounts (formerly ILA 200)

Skills Development Scotland Individual Learning Accounts are a Scottish Government scheme that helps you pay for learning that you can do at a time, place, pace, and in a way to suit you. SDS Individual Learning Accounts mean you can get up to £200 towards the costs of learning or training for those earning £22,000 or less.

Before you apply please check that you meet the eligibility criteria, you can find this on their website - www.skillsdevelopmentscotland.co.uk

When you have received your SDS Individual Learning Account number and have decided on a module, you must contact us on **0141 848 3791** or email hnsu@uws.ac.uk with your account details so funding can be secured in time.

To apply for a SDS Individual Learning Account or for further information call their helpline on **0800 917 8000** or visit their website at www.skillsdevelopmentscotland.co.uk

Part-Time SAAS Fee Grant

To qualify for this funding, you should have an individual income of £25,000 a year or less. You also need to be studying a part-time Higher Education course, Professional Development Award (PDA) or Continuing Professional Development (CPD) at Levels 7-10 of the Scottish Qualifications Framework (SCQF) and complete between 30 and 119 SCQF credits per year. SAAS will now link the level of the Part-Time Fee Grant available to the number of credits you study. This means you can be awarded support in excess of the current £500 limit.

We would advise you to apply for the Part-Time SAAS Fee Grant as soon as possible. It is important that you apply for all your credit at the same time, if you add extra modules during the year you will not receive any further SAAS funding and you will need to fund them yourself.

When you have completed the application form an Education Guidance Adviser is required to complete the relevant section to authorise your programme of study.

You should then post your application to SAAS within the deadline. If your application is successful you will be sent an award letter which you should then submit to our Finance department.

We recommend that you post your Part-Time SAAS Fee Grant application form to SAAS via special delivery for security purposes.

For further information on the Part-Time SAAS Fee Grant and to apply please visit the SAAS website, www.saas.gov.uk or **0300 300 3137**.

APPLICATIONS AND FEES

Professional and Career Development Loans

For further information and to check the full criteria call **0800 100 900** or visit **www.direct.gov.uk/pcdl**

Part-time SAAS Discretionary Fund

Our Funding & Advise Team administers the Part-time SAAS Discretionary Funds. Funding is available to eligible students for books/course materials, travel and childcare. These funds are not available to meet the cost of tuition fees. To check your eligibility refer to the website **www.uws.ac.uk/funds**

More information on funding your studies can be found at our website **www.uws.ac.uk/pt**

Help and advice

Part-time students have access to all of the University's advisory and guidance resources. Education Guidance Advisers are on hand to offer advice on our part-time study option eg BSc Health Studies. Out-of-hours appointments, designed to fit around your commitments, offering advice and guidance on study or subject combinations, are available.

For more information contact us on **0141 848 3791** or email **hnsu@uws.ac.uk**

UNIVERSITY TERMS AND CONDITIONS

All students will be required, as a condition of enrolment, to abide by, and submit to, the procedures of the University's Regulations as amended from time to time. A copy of the current regulations, including the disciplinary regulations, can be consulted in the University Library and is available at www.uws.ac.uk/regulatoryframework or on request from the Court & Senate Office, University of the West of Scotland, Paisley Campus PA1 2BE, Scotland.

The University will use all reasonable endeavours to deliver programmes in accordance with the descriptions as set out in the prospectus. In exceptional circumstances, for example due to severe weather, industrial action, construction works, regulatory/compliance matters or other circumstances beyond the University's control which may impact on the University's ability to deliver normal services, while every effort will be made to put in place contingency arrangements to minimise disruption to students this may not always be avoidable.

The University intends to offer the range of provision outlined in the University prospectus but as this is produced up to a year before our programmes are offered there may need to be changes from time to time.

The University therefore:

- reserves the right to make variations to the contents or methods of delivery of programmes including campus location, to discontinue modules and programmes and to merge and combine programmes, if such action is reasonably considered to be necessary by the University. If the University discontinues any programme on which students are already enrolled, it will use its reasonable endeavours to provide a suitable alternative programme. If it makes major changes to any programme on which students are already enrolled it will advise the students as soon as the University believes it is in a position to usefully do so and provide full academic guidance.
- reserves the right to make amendments to its Regulatory Framework which govern its academic awards with the aim of maintaining high standards and with the student experience in mind. The University publishes its Regulations with a summary of all changes each year. Students will be bound by the regulations currently approved by Senate for implementation during the session in which the student is enrolled. By enrolling on an annual basis students confirm their acceptance of the University Regulations.
- cannot accept any responsibility, and expressly excludes liability, for damage to students' property and transfer of computer viruses to students' equipment.

In line with the University Tuition Fee Management Policy and Procedure, (www.uws.ac.uk/debtpolicy) students may not be able to participate in a graduation ceremony if they remain in debt to the University.

The University collects and processes information about its applicants, potential applicants and students for academic, administrative, management, pastoral and health and safety reasons and some of this information may constitute sensitive personal data in terms of the Data Protection Act 1998. Agreement to this is necessary by all enrolled applicants and students and the information will be processed in accordance with the University's Notification with the Information Commissioner under the Data Protection Act 1998, and is disclosed to third parties only with the student's consent, or to meet a statutory obligation or in accordance with the said Notification.

The University is committed to reducing the environmental impact of its activities and, working with applicants, students and staff, it will strive to create an even more environmentally friendly ethos.

UNIVERSITY TERMS AND CONDITIONS

Your rights and responsibilities

Your rights

- to have access to current and accurate information on the following:
 - your modules and programmes of study
 - student representation on University Committees
 - where relevant, arrangements for industrial placement on course/programme of study
 - University Regulations
 - University Complaints Procedure
 - University Single Equality Scheme
 - University facilities
- to be provided with teaching and learning programmes in accordance with published programme specifications and module descriptors
- to be informed of the nature, method and scheduling of assessments to be completed during the programme of study
- to be assessed and re-assessed in accordance with the appropriate programme and University regulations
- to have access to the University's information, advice and guidance services
- to have enquiries dealt with courteously and promptly
- to have formal complaints and appeals processed through fair and efficient complaints and appeals procedures
- to have the opportunity to provide feedback and express views on the standard and operation of programmes and teaching throughout the University

Your responsibilities

Each student of the University has the following responsibilities:

- to take your studies seriously, use the Library and other education support facilities, seek advice from your tutors where appropriate, and to notify your tutors of any difficulties you may be experiencing
- to attend, unless with good reason for absence, in line with the University's Student Engagement Policy, all taught elements of the programme of study and all assessments for the programme of study
- to submit all coursework and assessments by the specified deadline
- to provide medical certification or other documentation relating to any period of absence from the programme of study, in line with the University's Student Engagement Policy
- to be familiar with and abide by the University Regulations
- to contribute to the University's continuing monitoring procedures by providing feedback when requested on the standard and operation of programmes and teaching throughout the University
- to pay fees (or arrange for them to be paid) promptly as required by the University
- All University staff and students deserve to be treated with respect. Students should display good conduct and respect for all members of the University community and also show respect for University property and equipment
- to maintain the good name of the University when outside its precincts
- to act in accordance with relevant University policies as they apply to students. These are referenced in student handbooks and on our website

An inclusive institution

The University has a tradition of widening access to Higher Education from all sectors of the community and in attracting students from under represented socio-economic backgrounds. This commitment extends to applicants and students, regardless of their background, culture or other protected equality characteristic. Our staff work to promote understanding and integration and will not tolerate exclusion, bullying, harassment or victimisation of students. Students have a responsibility to abide by the University's commitment to eliminate discrimination, promote equality of opportunity and promote understanding between people of diverse backgrounds. Full details are available at www.uws.ac.uk/equality

OTHER PART-TIME STUDY OPTIONS

We offer part-time study across a range of areas, including business, creative industries, education, languages, social sciences, computing, engineering, science and introductory study options.

To request our part-time study guide which details options at our Ayr, Dumfries, Hamilton and Paisley campuses, contact University Direct on **0800 027 1000** or **uni-direct@uws.ac.uk**



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For entry:
September 2014, February and June 2015

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Leading in Health and Social Care	
Medication and Mental Health	
Mentorship: Professional Practice	
Non Medical Prescribing (Theory and Practice)	
Nurse Prescribing V150	
Professional, Moral & Legal Issues	
Supporting People Facing Loss	
Teaching in Professional Practice	
Therapeutic Communication	

Theme 3: Contemporary Healthcare Issues

Acute Mental Health Care	
Alcohol, Drugs and Addiction	
Alcohol, Drugs: Policy & Prevention	
Cognitive Behaviour Therapy	
Dementia Care	
Diabetes Management	
Fundamentals of Psychodynamic Psychotherapy	
Improving Health and Tackling Inequalities	
Infection Control in Practice	
Long Term Condition Management	
Older Adults in Society	
Pain Management	
Palliative & End of Life Care	
Practical Palliative Care	
Quality Improvement & Patient Safety	
Wound Management	

Further Study Options

Degree level

Integrated Public Service (BA)	29
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Graduate Certificate/Diploma

Acute and Critical Care (Grad Cert)	29
Cancer Care (Grad Cert)	29
Neonatal Nursing (Grad Cert)	29
Orthopaedic Care (Grad Cert)	29
Palliative Care (Grad Cert)	29
Personality Disorders (Grad Cert)	29
Sexual Health (Grad Cert)	29
Urgent Care (Grad Cert)	29
Working with Older People (Grad Cert)	29
Unscheduled Care (Grad Cert/Dip)	29
Management of Respiratory Disorders (Grad Dip)	29

PgC/PgD/MSc

Child Protection (PgC)	30
Healthcare Associated Infection Improvement (PgC)	30
Cognitive Behavioural Therapy (PgC)	30
Specialist Community Public Health Nursing (Occupational Health)	30
Specialist Community Public Health Nursing (Health Visiting) (PgD)	30
Specialist Community Public Health Nursing (School Nursing) (PgD)	30
Specialist Practitioner District Nursing (PgD)	30
Advancing Practice (MSc)	30
Advancing Practice (Advanced Clinical Practice) (MSc)	30
Advancing Practice (Cancer & Palliative Care) (MSc)	30
Advancing Practice (Care & Practice Improvement) (MSc)	30
Advancing Practice (Nursing) (MSc)	30
Health Studies (MSc)	30
Health Studies (Community Health) (MSc)	30
Health Studies (Family Health) (MSc)	31
Health Studies (Maternal & Child Health) (MSc)	31
Later Life Studies (MSc)	31
Maternal & Child Health (Advanced Neonatal Practice) (MSc)	31
Maternal & Child Health (Advanced Paediatric Practice) (MSc)	31
Nursing (MSc)	31
Psychosocial Interventions (MSc)	31
Vulnerability (MSc)	31

FURTHER INFORMATION

CAMPUS ADDRESSES

Ayr Campus

University Avenue

Ayr

KA8 0SX

Scotland

Tel **+44 (0)1292 886000**

Dumfries Campus

Dudgeon House

Dumfries

DG1 4ZN

Scotland

Tel **+44 (0)1387 345 800**

Hamilton Campus

Almada Street

Hamilton

ML3 0JB

Scotland

Tel **+44 (0)1698 283100**

Paisley Campus

Paisley

PA1 2BE

Scotland

Tel **+44 (0)141 848 3000**

Please note:

All information in this guide is correct at time of printing, but may be subject to change at a later date

uni-direct@uws.ac.uk
www.uws.ac.uk