



MSc Long Term Conditions

Find out more and enrol:

Contact our MSc team for more information, and to discuss your individual needs.

Via our website:

educationforhealth.org

Call: 01926 836835

Email:

programmes@educationforhealth.org



Entry requirements:

Applicants would normally have, at minimum, a lower second-class Honours degree in a health or social care related subject. Practitioners entering the programme will normally be expected to have experience working within long term conditions. However those without experience will be able to discuss their eligibility with the Programme Leader and their own line manager.

In order to ensure that all applications are eligible to undertake stand-alone modules, prospective learners are required to complete an official stand-alone admission form, in which their qualifications, previous and current experience, are clearly stated. Learners without an Honours degree must demonstrate knowledge and skills at a level equivalent to that of degree study prior to commencement, please talk to the Programmes team.

APCL permitted on a case by case basis.



Postgraduate Certificate (60 Credits) - Exit Award

- **Compulsory Module** - Leadership for Quality Improvement (15 credits)
- **Compulsory Module** - Ethical Issues in Long Term Conditions (15 credits)
- Plus 30 credits from module options below.



Postgraduate Diploma (120 Credits) - Exit Award

60 credits from Postgraduate Certificate plus 60 credits from the following options:

- Enhancing the Diagnostic and Management of Respiratory Disease (30 Credits)
- Heart Failure Beyond the Basics (30 credits)
- Transforming Dementia Care (15 credits)
- Respiratory Assessment and Examination (30 credits)
- Strategies for Assessment and Feedback to Support Clinical Care (30 credits)
- Optimising Atrial Fibrillation and Stroke Management as LTC's (30 credits)
- Impact of Mental Health on LTC's (15 credits)
- Applying Learning Theories to Support Clinical Practice (30 credits)
- Diabetes - Improving Glycaemic Control (30 credits)
- Diabetes - Reducing CVD Risk (30 credits)
- Frailty as a LTC (15 credits)
- Optimising Pain Management (15 credits)
- Negotiated Learning 1 (15 credits)
- Negotiated Learning 2 (30 credits)



MSc Long Term Conditions (180 Credits)

120 credits from Postgraduate Diploma plus 60 credits from the below compulsory modules

- **Compulsory Module** - Research Applied to Practice (can also be taken as an optional module within the postgraduate diploma.) (15 credits)
- **Compulsory Module** - Dissertation (45 credits)



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Why study a MSc in Long Term Conditions?

The programme focuses upon the development of a unique inter-professional postgraduate provision relating to long term conditions. This programme is designed to meet the needs of a diverse range of practitioners who have to adapt to a changing evidence base, role transitions, and political and economic climate. Within the context of rapid development and change, practitioners are required to provide complex responses over an extended period of time, work in new and evolving ways, and are expected to autonomously assess, diagnose, and also collaborate in the production of guidelines that necessitate a critical awareness of the evolving evidence base.

Moreover, health professionals are confronted with conflict between published evidence, conflict between published disease management guidelines, and between Department of Health requirements and professional regulating bodies' advice and recommendations; it is, therefore, important that key practitioners are able to develop a critical cognisance of evidence and guidance within their specialist area, and that they are able to act in an advisory capacity to colleagues.

Why study with Education for Health?

The MSc Long Term Conditions is delivered as part of Education for Health's portfolio of training and education, and retains the strong legacy of supporting the development and delivery of long term conditions services across both primary and secondary care.

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Benefits of the Education for Health MSc Programmes?

Multi-professional: Encourages inter-disciplinary discussions, debate and networking, group work and online discussions.

Learning and research skills: Evidence based with progression routes for qualified staff within the context of CPD and life-long learning.

Intellectual depth, breadth and adaptability: Designed to explore multiple perspectives relating to respiratory practice and the wider healthcare setting.

Patient centred care and self management: This is a key principle behind this programme. This includes holism and individualised care planning, demonstrated via reflection, case studies and case analysis within the programme and individual modules.

Social responsibility: Inherent within the programme and each of the modules. Each learner leaves the programme and individual modules with the knowledge, skills and desire to make a valuable contribution to respiratory practice.

Flexible learning: Modules can be taken individually, or built into a programme with three different exit points depending on your needs. There is no set cohort intake date for programme students and modules can be studied in any order or on a stand-alone basis for CPD purposes.