**UNIVERSITY OF HERTFORDSHIRE**

**Definitive Module Document**

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| **1. MODULE CODE: 7FHH2068** | **Academic Session: 2025** | **Version: 1** |
| **2. LONG TITLE:** | **Advancing Heart Failure Practice** | |
| **3. SCHOOL/DEPARTMENT:** | **Allied Health Professions, Midwifery and Social Work** | |
| **4. CREDITS:** | **30** | |
| **5. DATE FIRST OFFERED:** | **19/01/2026** | |
| **6. LEVEL:** | **7** | |
| **7. LOCATION:** | **Education for Health - Wellesbourne, Warwickshire** | |

**8. Module Aim(s):**

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| The aims of this module are to enable students to develop an understanding of the pathophysiology of heart failure due to a range of aetiologies through analysis and evaluation of assessment, diagnosis, treatment, and management of individuals with heart failure. The module aims to situate this within the context of current patient pathways within the multi-disciplinary healthcare team, grounded in a person-centred and ethical foundation. |

**9. Intended Learning Outcomes:**

**9a. Knowledge and Understanding:**

Successful students will typically:

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| 1. Analyse the pathophysiological changes that occur in the development of heart failure and assess their relationship to the signs and symptoms of the syndrome. |
| 2. Critically analyse the assessment, diagnosis, and ongoing treatment and management of individuals with heart failure with reduced ejection fraction and heart failure with preserved ejection fraction. |
| 3. Evaluate the ways in which the multi-disciplinary team collaborates on the delivery of care for those living with heart failure. |
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**9b. Intellectual, Practical and Transferable Skills:**

Successful students will typically:

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| 1. Evaluate existing practice in the assessment, support and provision of services for people with heart failure with reduced ejection fraction and heart failure with preserved ejection fraction. |
| 1. Explore the ethical principles underpinning care and relate it to the importance of involvement of patient and carers in the decision-making process. |
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**10. Modes of Delivery:**

The following represents the mode and associated learning activities.

**10a. Delivery Mode:**

|  |  |
| --- | --- |
|  | **Select Y/N** |
| Campus-based, blended (campus-based delivery plus any combination of the below) | **N** |
| Online | **Y** |
| Study Abroad | **N** |
| Placement/Work-Based Learning | **N** |

**10b. Delivery Activities:**

|  |  |
| --- | --- |
| ***Activity*** | ***Hours*** |
| 1. Scheduled campus-based activities in general teaching spaces (e.g. lectures, seminars, tutorials) | 0 |
| 2. Scheduled campus-based activities in specialist teaching spaces (e.g. practical classes, workshops, demonstrations) | 0 |
| 3. Scheduled online activities (online versions of 1 and 2, above) | 20 |
| 4. Scheduled hybrid activities (i.e. offered both on-campus and online, student choice) | 0 |
| 5. Scheduled external learning activities - fieldwork, external visits | 0 |
| 6. Supervised campus-based activities in specialist teaching spaces (e.g. studio activities) | 0 |
| 7. Directed independent study | 160 |
| 8. Self-directed independent study | 120 |
| 9. Placement, work-based learning | 0 |
| 10. Study Abroad | 0 |
| **TOTAL HOURS** | 300 |

**11. Module Content:**

**11a. Module Content:**

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| This module explores the management of patients with chronic heart failure within a multi-disciplinary approach. Students will explore the pathophysiological changes that occur in the development of heart failure, relating them to the signs and symptoms of the syndrome, and will critically analyse the assessment, diagnosis, and ongoing treatment and management of individuals with heart failure. The module is grounded in person-centred care and the ways in which the multi-disciplinary team collaborates on the delivery of care for those living with heart failure. |

**11b. Further Details:**

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| This is a self-paced online module. Content is delivered through a combination of reading, videos, asynchronous discussions, and prompts for further research and investigation. Group tutorials provide opportunities for group discussion, peer-to-peer learning, and situation of the module content in a range of professional contexts. |

**12. Assessment:**

**12a. Assessment Type:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Select Y or N** | **Weighting** | | **Pass mark out of 100** |
| Coursework 1 (NB. Multiple coursework elements can be structured in Canvas) | Y | 50 | % | 50 |
| Coursework 2 (only where individual coursework elements must be passed, requires Director of AQA approval) | N | 0 | % | 0 |
| Coursework (P/F) | N |  | |  |
| Examination (administered by the Exams Office) | N | 0 | % | 0 |
| Tests (Canvas Quizzes, classroom-based tests, etc.) | N | 0 | % | 0 |
| Examination (P/F) | N |  | |  |
| Practical (laboratory assessments, OSCEs etc.) | Y | 50 | % | 50 |
| Practical (P/F) | N |  | |  |
| Attendance (P/F) | N |  | |  |

**12b. Compulsory Information and Further Details:**

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| The first assessment for this module is a 20-minute pre-recorded presentation with the aim of updating colleagues and/or peers on current evidence-based best practices in delivering care for those living with heart failure.  The second assessment is a 3,000-word critical analysis of the management and provision of care to a patient with heart failure with preserved ejection fraction or heart failure with reduced ejection fraction. Students must be able to draw on experience of working with patients with clinical histories relevant to the focus of this module.  Both assessments must be passed in order to pass the module. |

**13. Pre and Co Requisites:**

**13a. Pre-Requisites:**

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| --- |
| Not applicable |

**13b. Co Requisites:**

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| --- |
| Not applicable |

**14. Programmes on which this module is offered:**

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| HSEHLTCMSC MSc Long-Term Conditions  HMEHLTCPGC PgCert Long-Term Conditions  HMEHCPPGC PgCert Cardiovascular Practice |

**15. Previous Module:**

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| 7FHH1186 Heart Failure Beyond the Basics |

**16. Language of Delivery and Assessment:**

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| Language of Delivery - English  Language of Assessments - English |

**17. Further Information: (Keep below 2000 characters)**

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| Students should be working in, or have experience of, working in a healthcare context in an appropriate role/level to be able to fulfil the requirements of the assessment. |

**Approvals:**

**Associate Dean of School (AQA)**

By signing this box, I agree that I have approved the content of this Definitive Module Document.

Name: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Click or tap to enter a date.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nominee of SAS Manager**

By signing this box, I acknowledge the administrative content of this approved Definitive Module Document.

Name: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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