*Note: 1 credit point = 10 hours of delegate effort*

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| **1. Course Title**:  *(80 characters max)* | Enhancing COPD Care in Professional Practice | | | |
| **2. Credit Points** | 5  10  15  20  25  30 | | | |
| **3. School**: | HML | | | |
| **4. Aims:**  (*to be used for web entry by Marketing Executive)* | This multi-professional course focuses on the assessment and management of people with COPD. It aims to equip learners with the knowledge and skills to develop as autonomous practitioners in safe, effective, and evidence-based practice in the field of COPD. | | | |
| **5(a). Content:**  (*to be used for web entry by Marketing Executive)* | In this course, students will analyse the pathophysiology of COPD, its risk factors, and co-morbidities. The course will discuss decision-making tools and support students in critically analysing and synthesising evidence and guidelines for COPD care. Students will critically examine the importance of quality assurance in spirometry to inform differential diagnosis, as well as the application of pharmacological and non-pharmacological strategies for optimal management of COPD. The course is grounded in a person-centred approach to supporting patients with COPD and their families and carers, and students will analyse the broader cultural and socio-economic factors that affect patients' abilities to manage their condition. | | | |
| **5(b). Additional Content:**  (*refer to guidance notes)* | The course is delivered through self-paced online learning combined with group tutorials held synchronously online. The tutorials are delivered by a tutor who combines clinical expertise with teaching experience, and are designed to support students in understanding course content and relating it to the course assessments and learning outcomes.  Additional academic skills support is provided through optional online workshops delivered for all students completing short courses through Education for Health at Level 6.  Assessment for the course consists of two assignments. The first is a 10- to 15-minute online presentation accompanied by a reference list. This equates to 40% of the course grade and assesses learning outcomes 1 and 2 of knowledge and understanding. The second is a 3,000-word written case study. This equates to 60% of the course grade and assesses learning outcome 3 of knowledge and understanding and 1 and 2 of skills and attributes. | | | |
| **6. Target Audience:**  *(for publication, please include pre-requisites)* | Registered healthcare professionals who participate in the assessment, management, and delivery of care for people with or at risk of developing asthma. Students will need patient contact and access to patient information in order to complete the assessments for this course. | | | |
| **7. Learning Outcomes**  *(The student will demonstrate the learning outcomes in an academic and/or work-based setting. The SEEC Level Descriptors should be used to help create learning outcomes appropriate to Level 6 in the context of the subject area concerned.)* | **Knowledge & Understanding - related learning outcome(s):**    1 Analyse the pathophysiology of the development of COPD with particular reference to examining the risk factors for COPD and comorbidities.  2 Evaluate, select and appraise decision-making tools available to assess disability and health status in COPD patients in relation to specific patient situations, including management of acute exacerbations and admission avoidance.  3. Critically analyse and synthesise evidence and guidelines for COPD care.      **Skills & Attributes - related learning outcome(s):**    1Justify and reflect on a holistic, person-centred approach to effectively supporting patients with COPD, demonstrating the application of both pharmacological and non-pharmacological strategies for optimal management, including an understanding of wider cultural and socio-economic factors.  2Critically examine the importance of quality-assured spirometry, examining the role of pre- and post-bronchodilator spirometry to inform the differential diagnosis.. | | | |
| **8. Learning & Teaching methods**: | Learning & Teaching methods will include: | | | |
| Classroom  Distance on line  Distance Package  Enquiry based learning  Group Work based learning  Individual Work based learning  Problem based learning |  | Simulation  Supervised based learning  Tutorial  Audiovisual Internet Protocol  Work-related learning  Workshop |  |

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| **9. Assessment**: | How will the assessment be marked: | | Pass/Fail  Percentage | |
| Submission will include:  Book Review  Case Study  Design/Development of a Product  Work based Project  Learning Log  Objective Structured Clinical Exam **(**OSCE**)**  Performance  Presentation  Project |  | Publication  Portfolio  Report  Test  Video Diary  Video Evidence of Practice  Written Paper  Other |  |

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| **10. Approval** | *I confirm that this short course descriptor has been externally approved, and that the School is able to resource the delivery and assessment of the short course:*  Signature DoS  or nominated HoD:Karen Beeton Date: 11.07.25  *I confirm that this short course descriptor has been completed correctly, that the aims, learning outcomes, academic content, level and credit-rating are appropriate, and that academic process has been followed:*  Signature ADoS(AQA):Stefanie Schmeer (nominee) Date: 29/07/2025  *I confirm that the organisation is able to resource the delivery and assessment of the short course:*  Signature Resource Manager:  **(Collaborative Partners only)**  Designation:       Date: |
| **11.** For use ONLY by Academic Registry | Date Received:       Entered on Quercus:  Date Originator Notified:       Quercus short course code allocated: |

*Upon completion please submit this Short Course Descriptor, along with an associated Short Course Instance Form, to Academic Registry, MacLaurin Building (*[*D.4.Patel@herts.ac.uk*](mailto:D.4.Patel@herts.ac.uk)*)*