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

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| **1. Course Title**:  *(80 characters max)* | Tackling the Complexity of Managing Heart Failure | | | |
| **2. Credit Points** | 5  10  15  20  25  30 | | | |
| **3. School**: | HML | | | |
| **4. Aims:**  (*to be used for web entry by Marketing Executive)* | This course is aimed at healthcare professionals who participate in the delivery and management of care for people with chronic heart failure. It aims to equip students with the knowledge and skills necessary to manage the complex needs of patients and their families and carers from the early diagnostic phase through to end of life. It provides a broader understanding of the multi-systems approach fo disease management and strategic service development. | | | |
| **5(a). Content:**  (*to be used for web entry by Marketing Executive)* | In this course, students will analyse the pathophysiology of heart failure and outline the diagnostic pathway, including the importance of early diagnosis and the role of the multi-disciplinary team. The course supports students in critically analysing current guidelines and other drivers for heart failure and apply their findings to their clinical environments. Students will critically analyse pharmacological and non-pharmacological management of heart failure. The course is grounded in a person-centred approach to supporting patients with heart failure and their families and carers. | | | |
| **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 outcome 1 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 2 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 heart failure. 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 heart failure, indicating the importance of ejection fraction and different classes of heart failure.  2 Outline the diagnostic pathway for heart failure, discussing the importance of early diagnosis and importance of NT-proBNP testing and the role of the multi-disciplinary team.        **Skills & Attributes - related learning outcome(s):**    1Critically analyse current national and international guidelines and other drivers for heart failure care and apply findings to the clinical environment for the effective ongoing management of heart failure.  2Critically analyse the ongoing management of heart failure including pharmacological and non-pharmacological management and demonstrate the development of appropriate strategies to deliver person-centred care in heart failure. | | | |
| **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)*)*