



CENTRE FOR  
**HEALTH**  
INNOVATION

ARE YOU LOOKING FOR FLEXIBLE  
**CONTINUING**  
PROFESSIONAL  
DEVELOPMENT  
OPPORTUNITIES?



STAFFORDSHIRE'S UNIVERSITY'S NEW CENTRE  
FOR HEALTH INNOVATION STATE-OF-THE-ART  
IMMERSIVE AND SIMULATION FACILITIES.



# WELCOME TO THE CENTRE FOR HEALTH INNOVATION

The Centre for Health Innovation, Staffordshire University's Stafford campus, combines first-class facilities with research and educational excellence to support commercial partnerships, continued professional development, and civic engagement.

## CONTINUED PROFESSIONAL DEVELOPMENT

- ▶ Training and development
- ▶ Short courses
- ▶ Faculty Development
- ▶ Resuscitation Council UK Life Support Courses
- ▶ Simulation-based programmes and activities
- ▶ Evidenced-based teaching
- ▶ Education using immersive technologies
- ▶ Individual training opportunities

Training with the Centre for Health Innovation gives you countless opportunities to help you take the next step in your career.

Our team of academic and industry experts are committed to putting you at the forefront of our work together. Whether you're looking for continuing professional development in the healthcare sector, are interested in learning new skills, we can help you achieve your goals and accelerate your career. We are a range of courses already available with more coming soon.

## GROUP TRAINING OPPORTUNITIES

You know what your teams need to thrive, so we will work to your needs. We take a flexible approach to the training we offer ensuring your team get the training they need. Our bespoke training offers a mix and match approach to truly individualise your experience.

## FACILITIES

The facilities and expertise available through the Centre of Health Innovation will give you the edge you need to take your skills, ideas, research, and enterprise to the next level. The Centre for Health Innovation also offers a wide range of additional opportunities for individuals and businesses including:

Flexible facilities and services for small and medium sized enterprises

- ▶ Immersion, simulation, and collaboration spaces
- ▶ CAE Centre of Excellence
- ▶ Research partnerships
- ▶ Partnerships and networks
- ▶ Product testing environments
- ▶ Film and theatre sets
- ▶ Promotional filming spaces
- ▶ Focus groups
- ▶ Product photography

Whatever your requirements may be, now or in the future, let the Centre for Health Innovation guide you in continuing professional development courses and opportunities. Contact us via [CHI@staffs.ac.uk](mailto:CHI@staffs.ac.uk) to find out more and to discuss your requirements.



Take a tour of the Centre for Health Innovation facilities:  
[www.staffs.ac.uk/healthcare-innovation](http://www.staffs.ac.uk/healthcare-innovation)





**Stoke-on-Trent  
& Staffordshire**  
Enterprise Partnership







## ARE YOU LOOKING FOR RESUSCITATION COUNCIL UK ACCREDITED LIFE SUPPORT COURSES?

### Then look no further.

The Centre of Health Innovation is an approved Resuscitation Council UK centre and offers a great supportive environment for all your life support training needs.

Whether you are undertaking your first life support course, looking to re-certify an existing qualification or are an instructor or instructor candidate. Our experienced and friendly faculty will put you at ease and ensure you get the best possible experience.

We aim to support our local health community in ensuring that healthcare staff have access to these important courses. If you are an NHS trust or other healthcare provider and need support to ensure all your teams have the life-saving skills they need, we can help.

Ask us about individual or group bookings by contacting [resus@staffs.ac.uk](mailto:resus@staffs.ac.uk)

**Can't see what you are looking for or need something more bespoke?**

Talk to us [resus@staffs.ac.uk](mailto:resus@staffs.ac.uk)



## WHAT WE OFFER

### E-ALS QUALIFICATION: ADVANCED LIFE SUPPORT

Resuscitation Council UK's e-ALS course blends a day of e-learning with a day of face-to-face practical learning.

ALS covers numerous essential skills in resuscitation, including delivery of adult CPR, recognition and management of the deteriorating patient and, working in a team during emergency situations.

Our ALS qualification is recognised by the European Resuscitation Council and the Australian Resuscitation Council, giving you the freedom to use your lifesaving skills in other countries.

### E-ILS: IMMEDIATE LIFE SUPPORT

e-ILS is a flexible way of learning skills in Immediate Life Support, and blends e-learning with face-to-face workshops. An e-ILS course provides a variety of skills, from managing a deteriorating patient, identifying causes and treating cardiac arrest, to improving abilities as both a team member and leader.

It's the ideal training tool for healthcare professionals who may have to act as the first responder in an emergency, giving them the skills to treat patients in cardiac arrest before a supporting team arrives.

An ILS qualification is recognised across the UK and Europe, allowing healthcare professionals to save lives in many parts of the world.



### **PILS:** **PAEDIATRIC IMMEDIATE LIFE SUPPORT**

We aim to project our expertise and provide opportunities across the region supporting local communities, through the creation of jobs, training opportunities and life skills that will enable our local community to flourish.

We want to hear from local organisations across the health, science, and wellbeing sector, as well as wider communities to connect and discuss how we can enhance your communities, businesses, and projects.


### **ILSi:** **IMMEDIATE LIFE SUPPORT INSTRUCTOR COURSE**

Have you been nominated for Instructor Potential (IP) on ILS or PILS? Looking for the right place to undertake your instructor training?

We offer a supportive learning environment for you to start your journey in teaching these amazing lifesaving courses.

ILSi is a specialist Instructor course that gives candidates the skills to become an Instructor in Immediate Life Support (ILS) and Paediatric Immediate Life Support (PILS).

These skills can then be used to teach candidates on ILS and PILS courses.



## **ARE YOU AN ALS, ILS, EPALS, PILS OR GIC INSTRUCTOR?**

Join the faculty team for our ALS, ILS, PILS and other training courses. We offer excellent faculty enhancements, support and incentives.

If you would like to explore this opportunity please email us via [resus@staffs.ac.uk](mailto:resus@staffs.ac.uk)

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To book on any of our courses  
please email

**[resus@staffs.ac.uk](mailto:resus@staffs.ac.uk)**



# ▶ CONTINUING PROFESSIONAL DEVELOPMENT

## START YOUR JOURNEY WITH US TODAY

**Are you looking for flexible or bespoke continuing professional development? Then look no further.**

As part of Staffordshire University's Academic Strategy, the Centre for Health Innovation is offering a range of continuing professional development (CPD) activities to support healthcare professionals, professional practice needs.

These CPD activities are offered using evidenced-based teaching with simulation-based activities and immersive technologies. This allows practitioners the opportunity for rehearsal and maintenance of their technical and non-technical skills within a supportive educational environment.

A range of faculty development programmes are being offered to embed the pedagogy of simulation.

We offer a wide range of simulation-based programmes centred on clinical practice and education using immersive technologies. Examples include:

- CARES (Consolidation and Rehearsal of Essential skills with Simulation)
- CARES mini
- Hospital RASPS (Recognition and Assessment of Sick Patients through Simulation)
- Community RASPS
- Child RASPS
- Maternity RASPS
- Adult Safeguarding
- Child Safeguarding
- Principles of End-of-Life Care
- Infection, prevention, and control (IPC)

Contact us via [CHI@staffs.ac.uk](mailto:CHI@staffs.ac.uk) to find out more and to discuss your requirements.

### WHERE WE'RE BASED

- ▶ You can access great facilities at our dedicated 5.8m Centre for Health Innovation in Stafford as well as spaces on our Stoke-on-Trent campus. Both locations are easily accessible via public transport and major motorway networks, have onsite parking, catering outlets and, provide an innovative environment for students, businesses, and partners alike.







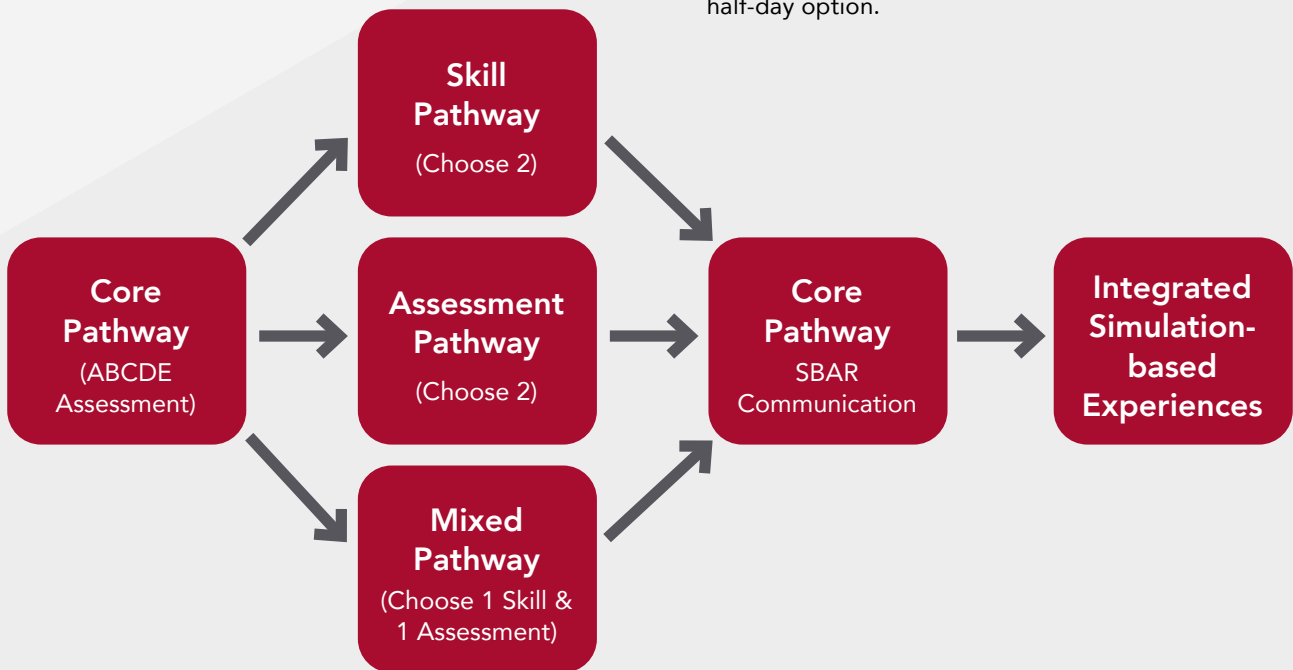


## CARES: (Consolidation and Rehearsal of Essential Skills with Simulation)

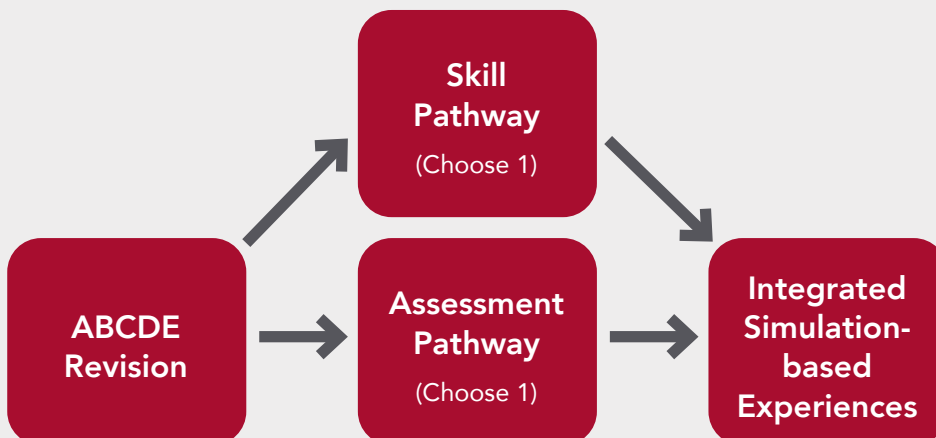
CARES is offered in 2 versions for organisations either as a whole or half a day (CARES mini)

- Hospital focus
- Community focus

CARES is a flexible programme that allows organisations to select the key skills that they are focusing on in line with their key performance indicators for patient (client) centred quality care. The course provides a combination of theory and practice with participants the opportunity to participate in a simulation environment and reflect on their performance. Organisations can choose the skills that they need, and the course is offered as a whole or half-day option.



## CARES Mini





Skill Pathway Options (Choose 2*) (*Mixed or Mini Choose 1)	Assessment Pathway Option (Choose 2*) (*Mixed or Mini Choose 1)
Airway and Oxygen Devices	Respiratory
Venepuncture	Blood Gas Analysis
Cannulation	Cardiovascular
IV Bolus and Infusion Administration (Peripheral/Central)	3/12 Lead ECG Interpretation
Drug Administration and Calculations (Oral, IM, SC, PR)	Neurological
ECG Recording (3/5/12)	Gastrointestinal
Aseptic Non-Touch Technique (ANTT)	Tissue Viability
Blood Sugar Monitoring and Sliding Scale	Musculoskeletal
Nasogastric tube (Placement, Lavage, and Gavage)	*If you don't see a skill or assessment you need please ask. **midwifery specific skills available on request
Urinary Catheterisation (Male/Female)	

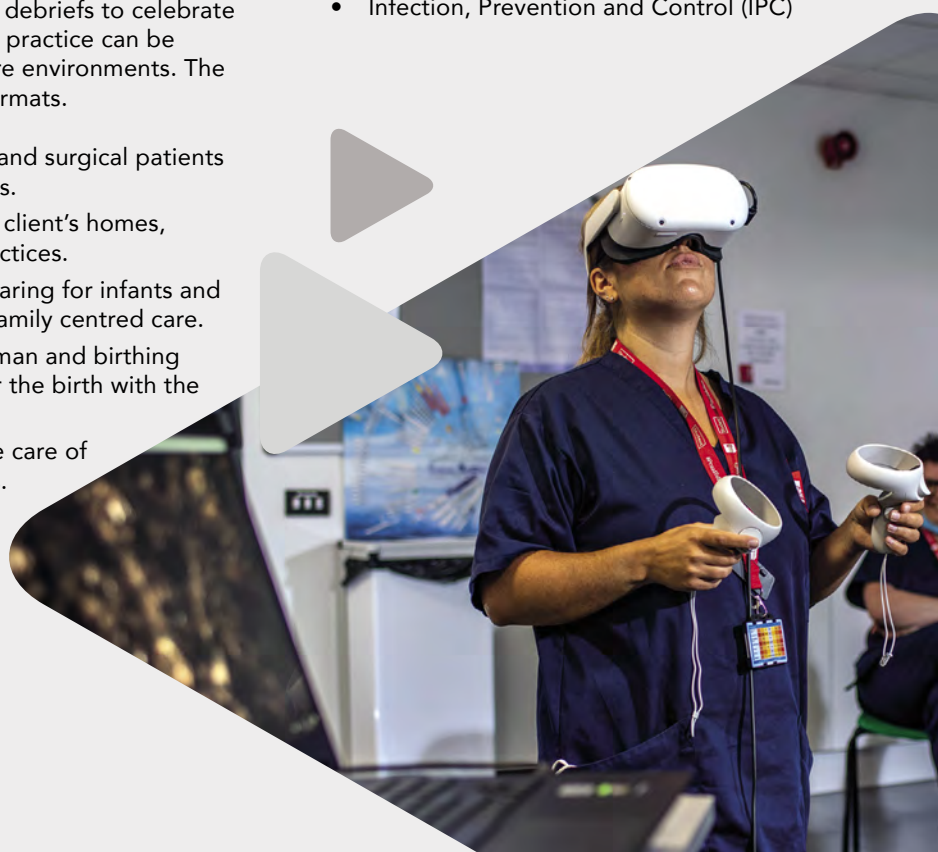
## **RASPS:** (Recognition and Assessment of Sick Patients through Simulation)

RASPS is new programme that has been designed for health and social care staff to work together in a range of settings to practice key non-technical skills including communication, teamwork, and situational awareness alongside technical skills. Participants in small groups will care for patients or clients and with the whole group be involved in debriefs to celebrate best practice and as a team identify how practice can be maintained when working in dynamic care environments. The programme is offered in the following formats.

- Hospital RASPS focusing on medical and surgical patients in secondary and tertiary care settings.
- Community RASPS, providing care in client's homes, nursing homes, hospices, and GP practices.
- Infant and Child RASPS, centred on caring for infants and children in a variety of settings with family centred care.
- Maternity RASPS, working with a woman and birthing partner both before, during and after the birth with the newborn.
- Mental Health RASPS focusing on the care of patient with mental health conditions.

### Other

- Adult Safeguarding
- Child Safeguarding
- Principles of End-of-Life Care
- Infection, Prevention and Control (IPC)



# MORE CPD COURSES AVAILABLE AT CHI

MODULE	DESCRIPTION
<b>Zero Responder – First Response in an Emergency</b>	This one-day course is designed for those who work in environments where they may be first on scene to a critical incident. This course will help prepare you to act effectively and respond to an emergency situation, including the triage and treatment casualties. This course is practical and will involve simulation of critical incidents. This course is suitable for, security staff, teaching staff, event staff and others who feel they want to be better prepared should an incident occur.
<b>Contact: CHI@staffs.ac.uk</b>	
<b>Introduction to Meta-analysis</b>	This one-day course offers an introduction to meta-analysis, a statistical technique used to pool results across studies identified within a systematic review. Delegates will be shown how to conduct meta-analyses of studies using both correlational and experimental designs using the free software package JAMOVI. The course adopts an interactive approach to delivery, with short bursts of lecture material followed by dedicated time to practise running meta-analysis. The course is suitable for academic staff, postgraduate students, and other interested parties.
<b>Contact: CHI@staffs.ac.uk</b>	
<b>Standards for Student Supervision and Assessment (SSSA) – Assessor and Supervisor Training</b>	In order to support our NHS partners, we offer assessor and supervisor training. These sessions prepare staff for the roles of Practice Supervisor and Practice Assessor.
<b>Contact: CHI@staffs.ac.uk</b>	
<b>Leadership and Management Development for Healthcare Workers</b>	This two-day course aims to provide nursing and allied health professionals with the tools to develop their leadership and management knowledge, insight, and skills and to enable progression within their organisation. This is an exciting and interactive course. Candidates will be provided with a portfolio to continue recording professional development following the course.
<b>Contact: CHI@staffs.ac.uk</b>	
<b>Immunisation Training for Healthcare Support Workers/Healthcare Assistants</b>	A two-day Immunisation Training Course for Healthcare Support Workers/Healthcare Assistants (HCSWs/HCAs). This foundation course adheres to the National Minimum Standards for Immunisation Training (2015) and includes flu, pneumococcal, shingles vaccination and intranasal (spray) influenza for children (2-17 years). The first day is taught online via Teams, the second is face to face in the skills laboratory which also teaches injection technique.
<b>Contact: J.P.Redhead@staffs.ac.uk</b>	
<b>Managing Depression – Implementing Cognitive Behavioural Strategies</b>	This one-day workshop designed for non mental health professionals will focus on the cognitive behavioural model of depression. <ol style="list-style-type: none"> <li>1. Students will have the opportunity to explore the cause and course of the condition</li> <li>2. Students will gain an understanding of the concept of case formulation.</li> <li>3. Students will gain an understanding of the concept of maintenance factors and how to identify these factors.</li> <li>4. Students will learn how to identify intervention strategies based on their formulation and evaluate interventions with their client.</li> <li>5. Students will learn how to apply this learning to themselves to help buffer the day-to-day pressures the experience.</li> </ol>
<b>Contact: CHI@staffs.ac.uk</b>	

MODULE	DESCRIPTION
<p><b>Maintaining wellbeing and understanding self-care for healthcare practitioners</b></p>	<p>Targeted at healthcare professionals this two-day interactive CPD course will assist practitioners in the recognition of stress and signs of difficulty both within themselves and other healthcare professionals. With a focus on the importance of reflection, gaining a critical understanding of wellbeing this course will look at how to manage complex factors of healthy wellbeing within healthcare practice, identification of evidence-based coping strategies and practical guidance on how to adapt these to support personal health and wellbeing, as well as the health and wellbeing of wider teams.</p>
<p>Contact: <a href="mailto:CHI@staffs.ac.uk">CHI@staffs.ac.uk</a></p>	

<p><b>Cervical Screening - Sample Takers Update</b></p>	<p>This half day update revises knowledge and understanding of the national cervical screening programme, understand the implications of HPV screening, what happens to a sample in the lab, understanding the epidemiology. Working to the PHE guidelines. During the course you will be able to ask the expert. Consultant colposcopist nurse, cytology lead and Public Health England.</p>
<p>Contact: <a href="mailto:J.P.Redhead@staffs.ac.uk">J.P.Redhead@staffs.ac.uk</a></p>	





# FACULTY DEVELOPMENT

## Faculty Development Courses

- Foundations of Simulation (FoS)
- Debriefing Effectively
- Simulation for Assessment

To support clinicians, academics, technologists, teachers, and others who are interested in new ways of teaching and learning, we offer a range of faculty development programmes.

These programmes are being offered to those interested in embedding simulation into their practice, workplace, curricula or teaching sessions. All programmes are designed and based on evidence-based teaching and learning and are informed by guidelines from organisations including Health Education England (HEE) 2018 National Strategic Vision for simulation and immersive technologies. Reference to simulation societies, education strategies, patient safety and quality with suggested practices will be made. As an example for Health, the Association for Simulated Practice in Healthcare (ASPiH), the Society for Simulation in Healthcare (SSiH) and the International Nursing Association of Clinical and Simulation Nursing (INACSL) 2021 Guidelines for Best Practice. All participants will receive an e-Book as part of the programme with an extensive reference list and a guide to assist them with accreditation. Participants will also have opportunities to actively participate in using simulation and immersive technologies.





## Foundations of Simulation

This course is offered in three formats and is aimed at those new to simulation or who are considering implementing this within their work or area of practice e.g. work, hospital, community, social care setting, school, or college.

The course will provide all participants with the opportunity to design a simulation-based experience within their own setting by being guided through the process. Participants will be supported in their learning by experienced faculty from academia, practice, and technology. Participants will gain experience in simulation from being a facilitator and a learner.

An e-Book will be provided alongside a guide for accreditation. Following attendance on these interactive courses, participants will have a standing invitation if they would like to join the faculty and deliver these courses with the team to continue their faculty development.

- **Foundations of Simulation (FoSi)** – a one-day course that is not specific to any professional group or area and is offered as a one-day course face-to-face or online.
- **Foundations of Simulationii (FoSii)** – a two-day course that is not specific to any professional group or area and is offered at one of the simulation facilities within Staffordshire University.
- **Foundations of Simulation (FoS)** – focussed on health and social care, a two-day course offered at one of the simulation facilities within Staffordshire University.

## Simulation For Assessment

This one-day course will focus on creating scenarios for formative and summative assessment (e.g. Objective Structured Clinical Examination (OSCE). It aims to aid learners providing social care as part of an Apprentice Pathway prior to working with clients in home settings using simulation and immersive technologies.

CAE Learning Space will be used to suggest different ways to organise learners, faculty, and the creation of assessment checklists. Participants will be supported in their learning by experienced faculty from academia, practice, and technology. An e-Book will be provided together with a guide for accreditation to all participants.

## Debriefing Effectively

This one-day interactive course allows participants to use a range of models in a variety of contexts including business, care settings, schools, academic settings for teaching, learning and change.

Participants will be actively involved in planning debrief strategies including how to deal with challenging situations for example 'The Unexpected Debrief'. This course is suggested following attendance at one of the FoS courses so that attendees can continue their simulation journey in their sphere of practice.

Participants who have attended other faculty development courses or would like to learn more about debrief are also invited to attend. Participants will be supported in their learning by experienced faculty from academia, practice, and technology. An e-Book will be provided together with a guide for accreditation.



# A TO Z

## COURSE AND MODULE GUIDE

Alongside our CPD courses in Life Support, CARES, RASPS, End of Life Care, IPC and Faculty Development, additional accredited modules are offered through the School of Health, Science and Wellbeing at Staffordshire University.

	MODULE	DESCRIPTION
<b>A</b>	<b>Applied Anaesthetic Care</b>	Working as part of the anaesthetic team, you will gain experience in the pharmacology of anaesthesia, contemporary equipment, and medicine in use today, and the clinical skills you need to drive your career as a registered practitioner in the right direction.
	<b>Approaches to Learning and Teaching in Healthcare</b>	You will cover the complete process, from planning, to delivery and through to evaluation. Multiple learning methods will be covered, including lecture, problem-based learning, group work, and simulation, as well as the use of humanities, metaphor, and humour within teaching.
	<b>Assessment and Appraisal in Healthcare Education</b>	You will explore all aspects of learner feedback, both informal (formative) and formal (summative) and explores the challenges to both teacher and learner when undertaking assessment in the workplace, including models of providing feedback as well as addressing how to manage learners of all skill levels.
	<b>Assessment and Management of Trauma in the Pre-Hospital Environment</b>	This module will take you through the communication systems and scene management involved in the pre-hospital environment, alongside the civilian and military approaches to trauma management. You will also cover aspects of mass casualty management and engage in current assessment principles and associated guidelines.
	<b>Assessment of Patients with Minor Injuries</b>	With us, you will explore the principles of clinical and musculoskeletal assessment, alongside the underlying physiology associated with adults and children with minor injuries, allowing you to make informed and professional decisions in the workplace.
<b>C</b>	<b>Care and Management of People with Diabetes mellitus</b>	With us, you will build the knowledge base from biology/pathophysiology to explore the specific care needs of the group due to disease progression, linking with areas of health education, teaching, monitoring, support and the wider health care team involvement in the long term and holistic care and management required by the person with a diagnosis of diabetes.
	<b>Care and Management of Respiratory Disorders (COPD)</b>	Key elements of the course include pharmacology, acute exacerbations, oxygen therapy, physiotherapy, rehabilitation, psychological care, palliative care and explores the differences between Asthma and COPD.
	<b>Contemporary Issues in Healthcare Education</b>	This module will enable you to look at current national and professional documentation in relation to healthcare education and provides an opportunity to explore how these might impact in the workplace setting, thus contributing to CPD requirements.
	<b>Culture of Education in Healthcare</b>	This module emphasises the importance of creating a conducive learning environment, a physical and psychological ethos or climate for learning, to enable learners to achieve optimum learning in the workplace.
	<b>Critical Appraisal Skills</b>	This module has been designed to enable students to undertake an in-depth critical appraisal of research methods currently used in healthcare research. In order to critically appraise and assess suitability of research for application in practice, students will need to develop an understanding of methods commonly used in health care research.



	MODULE	DESCRIPTION
<b>D</b>	<b>Developing Awareness of the Care Needs of Children and Young People</b>	This module looks at more than medical needs, it also explores the legal and ethical aspects surrounding caring for younger generations, including safeguarding, rights, consent, and parental responsibilities.
	<b>Developing Emotional Resilience in Personal and Professional Contexts</b>	During the module, key functions of resiliency in the management of current adversity will be examined, along with the management of the potential detriment to emotional and physical well-being as a consequence of past adversity.
<b>E</b>	<b>Enhancing Peri-Operative Care</b>	During the module, you will demonstrate how you have improved your knowledge and skills through participation in areas like establishing in-service programmes, developing service user care services, or mentoring/supervising staff or students.
<b>F</b>	<b>Fundamentals of General Practice Nursing</b>	During this module, the provision of a holistic, multi-professional approach to meeting the needs of a diverse patient group will be covered. Your competency will be measured through a document assessed by a suitable qualified mentor within the students own general practice and development of a critically reflective portfolio.
<b>G</b>	<b>Gait Analysis</b>	The focus of this module is on developing and extending the understanding of gait analysis equipment and its application in analysing normal and pathological human movement. The content of the module will allow familiarisation and hands on use of complex gait 3D motion analysis as well as investigate the place and use simple video based 2D analysis.
<b>I</b>	<b>Independent and Supplementary Nurse Prescribing</b>	This qualification will enable you to prescribe a wide range of medicines from the British National Formulary (BNF). It will also allow you to work with appropriate prescribers in a supplementary prescribing arrangement, prescribing medicines that form part of an identified/agreed Clinical Management Plan (CMP).
	<b>Independent and Supplementary Prescribing for Allied Health Professionals</b>	The module's indicative content, learning outcomes and methods of assessment reflect the Royal Pharmaceutical Society's competency framework which has now been adopted by the regulatory bodies as the standard for prescribing practice.
	<b>Infection Prevention Control in Clinical Practice</b>	You will examine the evidence-based guidance that informs best practice. You will be equipped with the knowledge and skills to recognise, interpret, apply, and disseminate the principles of infection prevention and control, understand the challenges of use of antimicrobials, help improve patient/service user care and challenge practice in your workplace setting
	<b>Introduction to Educational Theory</b>	In this module, you will join the experts at Staffordshire University to explore motivation theories, learning styles, domains of learning and the principles of adult learning, you will also critically evaluate primary theories of learning such as behaviourism, constructivism, cognitivism, and social learning
	<b>Introduction to Basic Counselling Skills</b>	The course is suited for people who have little or no counselling experience who are interested in developing their counselling-related skills to either enhance their work or as the starting point for further training in counselling.

## A TO Z COURSE AND MODULE GUIDE CONTINUED

	MODULE	DESCRIPTION
<b>L</b>	<b>Leadership</b>	The module reflects the three themes highlighted in the current National Leadership Framework; Contemporary leadership theories, leadership qualities, self-awareness, and visionary leadership, ensuring you have the most up to date information to impart in practice.
	<b>Leadership Role in Quality and Innovation</b>	Leadership theories will provide a valuable lens through which approaches to achieving collaborative working practice can be explored. These theories address dimensions of leadership such as change management, conflict, teamwork, motivation, and power.
	<b>Leading Innovation and Change</b>	This module has its focus on work-based learning which is supported by the appropriate theoretical perspectives. You will develop theoretical knowledge about change and change management which you will then develop into a proposal to apply in practice if you choose to do so, however the enactment of the project is not a requirement for the module.
	<b>Lower Limb Paediatric Pathologies and Therapies</b>	This module is dedicated to the study of musculoskeletal pathologies in the paediatric patient. There is a focus on assessment of the lower limb and diagnosis of conditions that may be isolated to the lower limb or those indicative of systemic pathology including Genetic, Inflammatory, Developmental, and Neurological.
<b>M</b>	<b>Mechanics of the Diabetic Foot</b>	There will be a focus on defining the causes and management of diabetic ulcerations with a strong emphasis on the biomechanical framework underpinning the prevention and treatment of diabetic foot disease.
<b>O</b>	<b>Observation and Reflection and Healthcare Teaching</b>	This module provides an opportunity for you to critically reflect and evaluate your own educational activities within your workplace focusing on the quality of your teaching through peer evaluation and personal reflection.
	<b>Origins and Principles of Biomechanics</b>	This module will examine the biomechanical concepts of the body, particularly the lower limb and link these to the laws of physics, and of motion. Studying this module will enable you to define and explain the relationship of kinematics to anatomy and physiology of the human Musculo-skeletal system.
<b>P</b>	<b>Pre-Hospital Practice Education</b>	This module will give you the finest strategies to support students within clinical practice, while helping you plan and evaluate learning, and get the best out of your students with the assessment of prior knowledge and selection of the best learning strategies.
	<b>Principles and Practice of Palliative Care</b>	Get the concepts and definitions of palliative and end of life care that you need to provide the best service in your career as a health professional and gain an understanding of the nature and relief of suffering from physical, emotional, psychological, and spiritual perspectives.
	<b>Principles of Physical Assessment</b>	During this module you will compare normal and abnormal findings from physical examination of a broad range of areas, including skin, nails, head, hair, eyes, ears, nose, throat, and neck, while also exploring the physical assessments involved in the musculoskeletal, respiratory, cardio, peripheral vascular, gastrointestinal, and neurological systems.
	<b>Paediatric Lower Limb Development</b>	The main aim of this module is to facilitate an advanced knowledge base in the development and assessment of the paediatric patient with an emphasis on the lower limb. This will enhance clinical practice as a deeper understanding of pathology is gained.

	MODULE	DESCRIPTION
R	<b>Research Appreciation for Health and Social Care</b>	This module covers both traditional and modern approaches to health and social care research, giving you an understanding of data collection and analysis to keep you up to speed with modern techniques.
	<b>Research Methodology and Methods</b>	You will already have many skills required for research from your employment and prior education. This module will provide you the opportunity to sharpen these skills in the pursuit of an advanced understanding of research methodology and methods.
	<b>Research Appreciation for Health and Social Care</b>	In our module, you will explore key research terminology, specific methodologies and methods of research, paradigms reflexivity, while looking at how this all relates to your practice area to ensure there is an understanding of ethical procedures.
S	<b>Step up to Masters</b>	The module process will enable you to reflect upon processes of data gathering and analysis. This will cover concepts of reflection and reflexivity, and how the collection and evaluation of data is shaped by personal experience and cognitive biases.
	<b>Supporting and Assessing Social Work Practice [Cert CPD]</b>	You will discover how to support and assess professionals in developing reflective practice, and the personal qualities and skills needed to be effective in the role of supporting professional development. This will include considering the conditions that will ensure effectiveness, and developing effective communication, both verbal and non-verbal, and giving effective feedback.
	<b>Spinal Mechanics</b>	This module will introduce the growth and ageing of human spine and explore the biomechanical basis for clinical assessment and intervention. This module will facilitate the investigation into the mechanics and related pathologies of the spine.
	<b>Sports Biomechanics in Injury</b>	The primary aim of this module is to focus on how the athlete and sports performer differ in their presenting pathology and management to that of a standard injury. The content of the module will cover the following areas but will concentrate on sports injuries and management.
T	<b>The Social Work Practice Educator (Stages 1 and 2) [Cert CPD]</b>	Get the skills you need to enable social workers who wish to work as practice educators, to develop, evaluate and critically reflect upon their ability to enable the learning and justify their assessment of others in social work practice environments.
	<b>Tissue Stress</b>	In this module you will study the effect of the stresses that act upon the tissues of the human body. You will assess the differing characteristics of human tissues and how they cope with all types of stress and the factors that affect the coping mechanisms, both medical and physical.
U	<b>University Certificate in Counselling</b>	Building on the Introduction to Basic Skills in Counselling course, it can prepare you for further study to become a qualified counsellor or can be taken by people from other professions who want to improve their counselling skills, such as teachers and nurses.
	<b>University Professional Diploma Psychotherapeutic Counselling</b>	Taking an integrative approach, this course will help you to develop a range of psychotherapeutic strategies – and enable you to begin to call on your own life experiences – to help your clients better understand their feelings and overcome the challenges they face.





# TYPES OF SPACES AT THE CENTRE FOR HEALTH INNOVATION

Spaces within the Centre for Health Innovation can be transformed to deliver the exact settings and scenery you require. With both physical and sector-leading digital capabilities available for you to use, the flexible nature of our facilities mean they can be configured to suit your needs.

This guide is designed to give a flavour of the types of spaces available in the centre and how they can be used to deliver a wide variety of activities. We welcome businesses and individuals with an interest in the Centre and our spaces to get in touch with us to discuss their individual requirements.







## ▶ **CLINICAL SIMULATIONS**

Our clinical environments can be configured to be wards, emergency departments, operating theatres, clinics, GP surgeries and much more. Each area is fully equipped with industry standard equipment as well as cutting edge health technologies.

## ▶ **IMMERSIVE SIMULATIONS**

Real-life testing and development mean real-life clinical simulation – crucial to both home and business technology innovations.

## ▶ **FLEXIBLE LEARNING SPACES**

Our versatile learning spaces can be reconfigured to your own business needs, such as debriefing of simulation-based activities, small group break-out and conventional teaching space for large groups. These spaces can also form larger spaces for significant events and conferences.

## ▶ **OUTDOOR SIMULATION**

Our outdoor simulation spaces provide insights and risk-free learning, development, and stress testing for emergency equipment and medical technology. With access to facilities such as crashed vehicles, fallen trees etc. that pose life-like learning challenges, this space is crucial for emergency applied health technologies and practitioner training.

## ▶ **DIGITALLY ENABLED SPACES**

All the simulation spaces in the Centre for Health Innovation have enhanced simulation capture systems. Whether you're hosting simulation, product testing, or conferences, any activity in the Centre can be captured in real time or for delayed viewing allowing for debrief and analysis, or simply the sharing of information and practice.

## ▶ **DEBRIEF SPACES**

There are multiple audio and visually equipped debrief spaces in the Centre for Health Innovation directly linked to our simulation spaces. These give businesses the opportunity to observe, review, analyse and discuss business needs, developments, and innovations.

## ▶ **CONTROL ROOMS**

Our simulation settings are equipped with the latest audio and visual equipment, all controlled via a state-of-the-art control room, giving you the edge on performance analysis and observation from an isolated area.

## ▶ **FILM, PHOTOGRAPHY AND THEATRE SETS**

With a wide range of room sizes available our spaces offer 'blank canvases' which make ideal locations for film, photography and theatre sets. Supported by our immersion technology, spaces can be transformed to depict any real-life location and settings desired.



CENTRE FOR  
**HEALTH  
INNOVATION**

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