

Stroke Training Directory

A guide to career frameworks and
education offers

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Introduction

Stroke, a preventable disease, is the fourth single leading cause of death in the UK and the single largest cause of complex disability as per the [NHS Long Term Plan](#). Due to changing demographics, the number of people having a stroke will increase by almost half, and the number of stroke survivors living with disability will increase by a third by 2035. This at a time of significant [workforce challenges](#) with efforts underway to boost NHS activity and tackle the rising backlog of care.

Models [predict](#) the societal costs of stroke in the UK will rise from £26 billion in 2015 to £75 billion in 2035, based on a 59% rise in annual stroke incidence to 186,000 by 2035. Despite these predicted increases, the huge gaps in the current stroke workforce will need to be addressed, that will continue widening as the numbers of strokes per year rises. More therefore will need to be done to recruit, train, and retain health and care staff across the stroke pathway, addressing continued shortfalls in care for many stroke patients and stroke survivors (see [Stroke Association](#)).

It is [recommended](#) that stroke services should have an education programme for all staff providing acute, hyperacute stroke care and rehabilitation, with clear career progression opportunities important for retaining staff. The [delivery](#) of interactive education and training delivered to multi-disciplinary groups, and the use of protocols or guidelines, tend to be associated with a positive impact on both patient and quality of care outcomes.

To ensure we have a workforce with the right number, skills and capabilities, NHS England Workforce Training and Education [WTE] (previously Health Education England [HEE]) [developed](#) a number of training support tools i.e. Stroke: A training resources [guide](#) and [digital toolkit](#), conjoined to the [STAR](#) and [CLEAR](#) methodology to support workforce transformation. Other [interventions](#) include support for the stroke-specific education framework ([SSEF](#)) and linked stroke [e-learning](#) ([FACTS](#), [rehabilitation](#), [care](#)), [Career Podcasts](#) and [Vocational Rehabilitation Toolkit](#).

To help optimise available roles and career pathways, we have developed this training directory, to further support national priorities, workforce capacity and capability. This training directory is a centralised repository of stroke career pathways and higher educational resources, to help the NHS workforce develop a career in stroke as a specialty and expand their clinical expertise.

Background

Strokes occur when blood supply to part of the brain is cut off, killing brain cells. This damage to the brain can affect how the body works and can also change how one thinks and feels. The effects of a stroke depend on where it takes place in the brain, and how big the damaged area is. It can happen to anyone of any age and affects everyone in different ways. Around 100,000 people are affected by strokes a year that equates to one stroke every five minutes (see [Stroke Association](#)). The prevalence of stroke continues to [increase](#) with a projected increase of 60% and the number of stroke survivors doubling by [2035](#).

Stroke changes lives in an instant, and the impact can be devastating. It can cost people their ability to move, communicate and lead their everyday lives. Two thirds of people who survive a stroke find themselves living with a disability and 40% of stroke survivors experience anxiety and depression. There are around 1.3 million stroke survivors in the UK. The impacts of stroke have a huge effect on survivors, but it can also lead to feelings of shock, worry or even guilt in friends and family members (see [Stroke Association](#)).

The NHS Long Term Plan aims to save thousands of lives over the next 10 years by identifying and supporting those at the highest risk including stroke and helping them to manage their conditions. It aims to also improve the quality of care and treatment available for those people who do have a stroke through ensuring that high quality, specialist care and treatments, such as thrombolysis (clot-busting drugs) and mechanical thrombectomy (clot extraction), are increasingly available to more patients as part of Integrated Stroke Delivery Networks. These networks will lead a smaller number of more specialist stroke units, that are able to provide a higher quality of care. It will also make sure that people get high quality rehabilitation to help them recover after their stroke and remain as independent as possible (see [NHS England](#)).

Role of Training and Careers

The NHS is [determined](#) to continue to invest in training opportunities and the development of career paths for the whole workforce. A career in the NHS means staff can expect an annual personal development review and a plan to support their [career progression](#). This gives them the opportunity to identify any training and development needs with their manager, education team or educator. It is a commitment to support people to grow and develop professionally, to reach their full potential. [Line managers](#) should have regular conversations with individuals about learning and development opportunities and career progression.

It is also [desirable](#) for senior staff to have an MSc level qualification to meet the requirements of their role, either from a bespoke or standard MSc programme. Line managers should [ensure](#) courses are available for specialist professionals in their team, as well as for educators, advanced practitioners, lead practitioners and non-registered staff. A training needs should be completed to identify their own and staff development needs. This can be supplemented with professional development (CPD) [funding](#) from NHSE Workforce Training and Education.

The [NHSE Priorities and Operational Guidance 23/24](#) states workforce plans should help support a number of areas, including HEE [Multi-Professional Education and Training Investment Plan \(METIP\)](#). The METIP is not a workforce plan, but an investment plan for HEE's 'Future Workforce' and 'Workforce Development' budgets – around 90% of HEE's spending – which includes funding the future workforce supply needed to deliver NHS workforce strategies. It will enable HEE to respond positively to NHS workforce challenges through prioritising its spending to generate the biggest and best impact for patients. There may be opportunity through the METIP process for the individuals to develop through the discussed training competencies and frameworks and/or higher education courses.

How to Use this Guide

We recommend when reading through the 'Career Competency Frameworks' and 'Higher Education Resources', to start at 'All Healthcare Professionals' before moving onto other subsections for further specialities.

Supporting Organisations

British Geriatrics Society

Centre for Pharmacy Postgraduate Education

College of Paramedics

Faculty of Public Health

Free Stroke Training and Awareness Resources (STARs)

Society of Vascular Nurses (SVN)

Primary Care Cardiovascular Society

Stroke Association

The British and Irish Orthoptic Society

The Faculty of Public Health

The Queen's Nursing Institute

The Stroke and Neuro Rehab Clinical Advisory Group

United Kingdom Clinical Pharmacy Association (UKCPA)

Stroke Training Competencies and Frameworks

All Healthcare Professionals

Organisation	Framework	Description
University of Central Lancashire	Stroke Specific Education Framework (SSEF)	The framework, based on the 20 quality markers of the National Stroke Strategy (2007), aims to provide a structured and standardised approach to education and training for those working within, and affected by, stroke. The SSEF also guides education and training providers in the development and delivery of high-quality stroke-specific, and stroke-relevant, curriculum. Within each of the 16 Elements of Care, which are mapped to the stroke care pathway, you will find knowledge and skill competences to guide your personal development in clinical care. The 4 Elements of Professional Practice describe additional capabilities, which complement the stroke-specific elements, to encourage professional development, leadership, and evidence-based practice.

Other supportive resources:

[NHS England](#): (i) National Stroke Service [Model](#) (ii) Stroke: [GIRFT](#) Programme (iii) [Evidence Brief](#): Stroke Workforce (iv) Workforce, Training and Education [\[WTE\]](#) (v) [RightCare](#): Stroke Toolkit (vi) Business case example: [Somerset](#) (vii) NHS SBS: [AI](#) (viii) [Evidence Brief](#): Workforce Planning (ix) [Evidence Brief](#): Workforce challenges and solutions (x) [Evidence Brief](#): Advanced Clinical Practice (xi) [Evidence Brief](#): Advanced practitioners in community services (xii) [Clinical Academic Careers](#) Framework (xiii) [Clinical Leadership Competency](#) Framework

National Institute for Health and Care Excellence: [Stroke and transient ischaemic attack](#)

National Clinical Guideline for [Stroke](#) for the UK and Ireland

Stroke Association: (i) [NHS Long Term Plan](#) (ii) [Publications](#) (iii) [Resource](#)

Royal College of Emergency Medicine: [Stroke in the ED](#)

British Psychological Society: [Recommendations](#) for integrated community stroke services + [clinical neuropsychologists](#)

Sentinel Stroke National Audit Programme ([SSNAP](#))

Atrial Fibrillation [Toolkit](#)

Stroke Quality Improvement for Rehabilitation (SQulRe): Worcestershire [case study](#)

World Stroke Organization: [Future Leaders](#)

Chest Heart and Stroke Scotland: [Competencies](#)

Royal College of Paediatrics and Child Health: [Stroke in childhood](#) - clinical guideline for diagnosis, management and rehabilitation

American Heart Association Journals ([2023](#)): Advances in Stroke: Quality Improvement

Journal of Stroke & Cerebrovascular Diseases ([2021](#)): Workforce Attachment after Ischemic Stroke – The Importance of Time to Thrombolytic Therapy

The Lancet ([2021](#)): Global, regional, and national burden of stroke and its risk factors, 1990–2019: a systematic analysis for the Global Burden of Disease Study 2019

British Journal of Neuroscience Nursing ([2014](#)): Interdisciplinary management of dysphagia following stroke.

Nursing

Organisation	Framework	Description
Royal College of Nursing	<u>UK Career Framework for Stroke Nurses</u>	The UK Career Framework for Stroke Nurses outlines the range of career pathways within stroke nursing and minimum recommended education requirements, in addition to knowledge and skills. It provides a guide for stroke services and employers to develop local career development frameworks for the nursing workforce. Registered nurses working in stroke care can map their career development, as well as assess their knowledge and skills based and showcases the range of career pathways within stroke nursing. It captures the four elements of professional practice namely (i) clinical practice (ii) research (iii) education (iv) leadership and management.
<u>NHS England</u>	District Nursing and General Practice Nursing Service: Education and Career Framework	Both frameworks (district and general practice) begin with a description of the key characteristics of district and general practice nursing to enable a clearer understanding of their core and specific roles. This then leads to a specialised stepped education and career illustration based on the NHS Career Framework and Skills for Health Career Framework and indicative academic levels.
<u>British Heart Rhythm Society</u>	Arrhythmia Nurse Specialist Competency Document	The Arrhythmia Nurse Competency offers a comprehensive document for Arrhythmia Nurses and presents a wide range and scope of relevant competencies for nurses working in diverse areas and specialty services, within heart rhythm management.

Other supportive resources:

NHS England: Evidence Brief: [Stroke Nursing](#)

National Stroke Nursing Forum: [Resources](#)

London Stroke Nurse Competency [Workbook](#)

Royal College of Nursing: (i) [Career progression tips](#) (ii) [Advanced level nursing practice competencies](#)

Nursing and Midwifery Council: [Becoming a prescriber](#) + [approved programmes](#)

Critical Care National Network Nurse Leads Forum ([CC3N](#)): [Education standards](#) and [competencies](#)

[British Journal of Neuroscience Nursing](#). Exploring advanced nursing practice in stroke services: a scoping review

[British Journal of Neuroscience Nursing](#): Stroke advanced clinical practitioner and stroke specialist nurse: what is the difference?

[Journal of Clinical Nursing](#): 'The Lynchpin of the Acute Stroke Service'—An envisioning of the scope and role of the advanced nurse practitioner in stroke care in a qualitative study

Medical

Organisation	Framework	Description
Joint Royal College of Physicians Training Board	Stroke Medicine Curricula	The purpose of this stroke curriculum is to ensure that trainees from a wide number of clinical backgrounds develop the full range of capabilities across all of Stroke Medicine and additionally to maximise the number of doctors who, at completion of training and entry to the Specialist Register, are capable of managing complex stroke patients on day one as a consultant.
General Medical Council	Credential in Mechanical Thrombectomy for Acute Ischaemic Stroke	The Mechanical Thrombectomy for Acute Ischaemic Stroke credential aims to contribute to a workforce capable of delivering 24/7 services for intracranial acute ischaemic stroke (AIS) mechanical thrombectomy to the UK population. This credential will enable trained clinicians from non-radiology specialties as well as clinical diagnostic and non-neuro interventional radiologists to learn to interpret and report diagnostic imaging relevant to acute neurovascular diseases; to identify and select patients who will benefit from treatment; and to treat these patients by performing mechanical thrombectomies (MT) for acute stroke.

Other supportive resources:

[NHS England WTE](#): Stroke Medicine (Sub specialty)

Physician Higher Specialty Training [Recruitment](#)

British Geriatrics Society: Geriatric Medicine [Curriculum](#) + Workforce ([2022](#))

British and Irish Association of Stroke Physicians: [Clinical Guidelines & Standards](#)

Joint Royal Colleges of Physicians Training Board: Geriatric medicine [curriculum](#); Internal Medicine curriculum [[Stage 1](#) & [Stage 2](#)]; Acute Internal Medicine [curriculum](#); Rehabilitation medicine [curriculum](#); Neurology [curriculum](#).

NHS Physician Higher [Specialty Training Recruitment](#): Stroke

World Federation for Interventional Stroke Treatment ([WIST](#)): [Multispecialty Training Guidelines for Endovascular Stroke Intervention](#)

American Academy of Neurology: Stroke and vascular neurological fellowship core [curriculum](#)

Education in Stroke Medicine: [A Canadian Perspective](#)

Stroke Association (i) What we think about: Thrombectomy [[2019](#)] (ii) Saving Brains: one year on [[2023](#)]

University of Dundee ([2022](#)): How a thrombectomy service can reduce hospital deficit

Clinical Neuroradiology ([2021](#)): A European perspective on the German system for thrombectomy in stroke patients

European Stroke Journal ([2020](#)): Simulation training programs for acute stroke care: Objectives and standards of methodology

Allied Health Professionals

Organisation	Framework	Description
NHS England	Allied Health Professions' Support Worker Competency, Education, and Career Development Framework	The Framework provides guidance on training, education and competencies for AHP support workers employed in NHS services and NHS funded services. It supports education providers to plan and deliver accredited education, and ICSs to take a coordinated approach. Supports three linked workforce strategies that are aimed at recruiting local people directly into AHP entry-level roles, where vacancies exist; developing existing support staff so they can perform at the top of their scope of practice; and creating clear end-to-end progression routes linked to formal education programmes, including access into AHP degrees.
Chartered Society of Physiotherapy	Physiotherapy Framework	The framework defines & describes the behaviours (& underpinning values), knowledge & skills required for contemporary physiotherapy practice: at all levels - from a new support worker through to a senior level registered physiotherapist; across a variety of occupational roles – clinical, educational, leadership, managerial, research, & support; in a variety of settings – in health & social care, in industry & workplaces, in education & development, & in research environments.
		The College of Radiographers (CoR) Education and Career Framework (ECF) (fourth edition) provides guidance for the education and career development of the radiography profession. The ECF defines the

<u>The College of Radiographers</u>	Education and Career Framework for the Radiography Workforce	various levels of radiography practice and the educational standards related to each of them. The framework informs the CoR's pre- and post-registration programme approval process. It also informs the accreditation of individual members of the radiography workforce through the CoR accreditation schemes.
<u>Association of Chartered Physiotherapists Interested in Vestibular Rehabilitation (ACPVR)</u>	The ACPVR Competency Framework for Physiotherapists working within Vestibular and Balance System Health Care	Developed by multi-professionals with expertise in the speciality to guide physiotherapists in the development of knowledge and understanding, skills and attributes required to provide high quality, safe, best evidenced patient care. Includes symptoms of dizziness and imbalance from many causes including stroke.

Other supportive resources:

NHS England: [AHP Toolkit](#); Rehabilitation Support Worker [Resource Pack](#); [Advanced practice credential specification](#) for neurological rehabilitation (including stroke); [Evidence Brief](#): Stroke plus – Occupational Therapists (OTs) and Physiotherapists; [Evidence Brief](#): Stroke plus – Speech and Language Therapists and the Psychological workforce

The Chartered Society of Physiotherapy: [Stroke](#); [Physiotherapy works for stroke](#); [NHS Long Term Plan](#); [Case Study](#)

British and Irish Orthoptic Society: [Stroke and Neuro Rehabilitation](#)

Stroke Association: [Physiotherapy after stroke](#)

The National Institute for Health and Care Excellence: [Stroke rehabilitation in adults](#)

Health & Care Professions Council: [Prescribing](#) + [Approved programmes](#)

[ACPRC](#): Extended Scope Practice - Non-Medical Prescribing

[UK Health Security Agency](#): Allied Health Professionals have a major role to play in prevention

Royal College Of Speech & Language Therapists: [Dysphagia](#)

Society for Acute Medicine: [Allied Health Professionals](#)

NHS Education for Scotland: [AHP Contribution to Public Health](#)

Physiotherapy and the NHS Long Term Plan: [Physiotalk](#)

[Journal of Paramedic Practice](#): Hyperacute stroke unit training for paramedics

[British Paramedic Journal](#): Pre-hospital stroke recognition in a UK centralised stroke system: a qualitative evaluation of current practice

[British Medical Journal](#): Paramedic experiences of using an enhanced stroke assessment during a cluster randomised trial: a qualitative thematic analysis

[Society of Radiographers](#): The role of the radiography workforce in stroke management

Skills for Health: [Case Study](#) - Productive Workforce Utilisation at Whittington Health NHS Trust

Care Quality Commission: [Case Study](#) - Physiotherapy workforce innovation

Allied Health Professionals' [competency framework](#) for progressive neurological conditions

Functional Neurology ([2017](#)): European core curriculum in neurorehabilitation

British Paramedic Journal ([2019](#)): Pre-hospital stroke recognition in a UK centralised stroke system: a qualitative evaluation of current practice

Advanced Clinical Practitioners

Organisation	Framework	Description
NHS England	Multi-professional framework for advanced clinical practice in England	The core capabilities for health and care professionals at the level of advanced clinical practice are articulated in this framework and these will apply across all advanced clinical practice roles, regardless of the health and care professional's setting, subject area and job role. The core capabilities across the four pillars are applied to specialist competencies. These may be manifested/demonstrated in different ways depending on the profession, role, population group, setting and sector in which an individual is practising.

Other supportive resources:

NHS England: [Advanced practice credential specification](#) for neurological rehabilitation (including stroke); [Case Study](#): Stroke Services and Advanced Practitioners; [Blog](#): My journey to Advanced Practitioner for Stroke

[British Journal of Neuroscience Nursing](#): Exploring advanced nursing practice in stroke services: a scoping review

[British Journal of Neuroscience Nursing](#): Stroke advanced clinical practitioner and stroke specialist nurse: what is the difference?

Healthcare Scientists

Organisation	Framework	Description
National School of Healthcare Science	Neurophysiology	Introduce trainees to the practices and principles of Clinical Scientists in Neurophysiology and the wider multidisciplinary team delivering care for patients.

Other supportive resources:

NHS England: [Science in healthcare](#): Delivering the NHS Long Term Plan

NHS Health Careers: [Neurophysiology](#)

Pharmacists

Organisation	Framework	Description
<u>Royal Pharmaceutical Society</u>	Core Advanced Pharmacist Curriculum	The RPS core advanced curriculum describes the entry-level standard for advanced pharmacists working in any patient focussed role. It bridges the gap between the RPS <u>post-registration foundation curriculum</u> and the RPS <u>consultant pharmacist curriculum</u> . It provides a credentialing assessment to assure pharmacists have the capabilities to practise at an advanced level.
<u>Royal Pharmaceutical Society</u>	A Competency Framework for all Prescribers	This competency framework has been developed and updated to support prescribers in expanding their knowledge, skills, motives and personal traits, to continually improve their performance, and work safely and effectively. The competencies within the framework are presented as two domains and describe the knowledge, skill, behaviour, activity, or outcome that prescribers should demonstrate: domain one 'the consultation' and domain two 'prescribing governance'.

Other supportive resources:

[United Kingdom Clinical Pharmacy Association](#) (UKCPA): Stroke Community and Online Forums

[Neurology Academy](#): The 7 days stroke pharmacy service and centralisation of hyper acute stroke service in Coventry and Warwickshire

Stroke Journal ([2020](#)): Pharmacists Improve Door to Needle Times in the Emergency Department

American Journal of Health-System Pharmacy ([2016](#)): Pharmacists' role in a hospital's initiative to become a certified primary stroke centre

Journal of Pharmaceutical Policy and Practice ([2022](#)): Pharmacist management of atrial fibrillation in UK primary care: a qualitative study

The American Journal of Medicine ([2022](#)): Integrated Care for Atrial Fibrillation Management: The Role of the Pharmacist

Hospital Pharmacy ([2018](#)): The Role of the Pharmacist Early Acute Ischemic Stroke Management for Pharmacists.

Canadian Journal of Neurological Sciences ([2017](#)): Pharmacists as Care Providers for Stroke Patients: A Systematic Review.

The Pharmaceutical Journal ([2016](#)): How to tailor medication formulations for patients with dysphagia.

Hospital Pharmacy Europe ([2004](#)). The pharmacist's role in a stroke unit.

European Stroke Conference ([2013](#)). Specialist Stroke Pharmacists: a vital role on London's Hyper-Acute Stroke Units.

Healthcare ([2022](#)): The Role of Pharmacists in Providing Pharmaceutical Care in Primary and Secondary Prevention of Stroke: A Systematic Review and Meta-Analysis.

Annals of Physical and Rehabilitation Medicine ([2018](#)). Multiprofessional post-stroke consultation: What role for the pharmacist?

UK Stroke Forum ([2019](#)). A collaborative pharmacy and speech and language therapy approach.

Higher Education Courses

All Health Professionals

University/Qualification	Qualification	Description/ Modules
<u>University of Hertfordshire</u>	Cardiology and Stroke - MSc	The programme is designed for junior doctors with career intentions in stroke or cardiology, general practitioners with special interest as well as acute medicine or emergency medicine physicians who want to enhance their understanding of stroke or cardiology. We also welcome interest from clinical nurse specialists and other healthcare professionals working in cardiology and stroke or emergency or acute medicine. It will provide students with the requisite clinical assessment, Investigation, decision-making skills, treatment plan and management for a range of cardiology conditions and stroke including pharmacological and non-pharmacological therapeutic interventions.
<u>University of Buckingham</u>	Stroke Medicine - MSc	Completion of our stroke medicine course will: provide a systematic understanding of stroke medicine, and application of knowledge for direct patient benefit/service development and future study. Enable graduates to demonstrate the ability to lead complex tasks and processes in the delivery and advancement of stroke-related care. Deliver leadership to teams in multi-agency, multi-cultural and/or international contexts. Evaluate practice critically in relation to the evidence base in stroke medicine. Equip students with the ability to implement best practice and innovation in complex scenarios related to stroke medicine.

<u>University of Central Lancashire</u>	Principles of Stroke Practice - Cert	This course aims to provide students with a specialist knowledge of the theory and research underpinning current inter-professional practice in stroke care. Specifically, students will explore stroke-related anatomy and physiology, together with stroke symptomology and epidemiology. Stroke policy documents will be used to guide current stroke practice, ensuring that a multi-disciplinary perspective is maintained throughout the module.
<u>University of South Wales</u>	Preventative Cardiovascular Medicine - MSc	On successful completion of this diploma in preventive cardiology, you will gain: A systematic understanding of the care of patients in preventative cardiovascular medicine; critical awareness of current issues affecting the care of patients undertaking preventative cardiovascular treatments; advanced knowledge of preventative cardiovascular medicine that will facilitate decision-making in unpredictable and/or complex situations; and ability to use knowledge to adapt professional practice to meet the changing demands of healthcare systems.
<u>University of Plymouth</u>	MSc Advanced Professional Practice in Neurological Rehabilitation -	This pathway offers an innovative approach to gaining specialist and advanced knowledge alongside practical skill acquisition. The 'cutting edge' curriculum has been developed through an expert collaboration of University of Plymouth academics in conjunction with clinical specialists working in Neurological Rehabilitation. This course aims to provide students with a deep, comprehensive and systematic understanding of key aspects of neurological rehabilitation, an understanding of international, national and local policies and guidelines, an ability to apply knowledge and skills to their individual area of practice, advanced clinical assessment and management skills and a critical and systematic understanding of aetiology, physiology and pathophysiology of neurological conditions and management.

Advanced Clinical Practitioners

University/Qualification	Qualification	Description/ Modules
<u>Brunel University London</u>	Advanced Clinical Practice (Neurological Rehabilitation) – PgCert, PgDi & MSc	This part-time programme will enhance your clinical knowledge and develop your research skills to enable you to critically reflect on your practice in neurorehabilitation, thereby optimising your clinical practice and enhancing service delivery. You will study specialist modules specific to neurological rehabilitation broadening your knowledge relating to neurophysiology and functional neuroscience for rehabilitation of movement, cognitive and behavioural issues experienced in neurorehabilitation, as well as critically evaluating neuroscientific research in the treatment and management of neurological conditions.

Healthcare Scientists

University/Qualification	Qualification	Description/ Modules
<u>Queen Mary University of London</u>	Cardiac and Vascular Medicine - MRes	This programme will: provide state-of-the-art practical training in modern molecular and cellular pharmacological techniques alongside their application to in vivo methods of pharmacological investigation of cardiac and vascular inflammatory disease mechanisms. Offer the latest practical training in modern molecular and cellular pharmacological techniques; deliver scientists adept in the crucial skill set needed for successful careers in UK Life Sciences, especially deeper phenotyping in cardiac and vascular inflammation research (e.g. rheumatoid arthritis, atherosclerosis, pulmonary hypertension, hypertension, arrhythmia, nephrology or cancer). Provide a springboard for those individuals wishing to a PhD in this field of research.

Short Courses

University/Qualification	Qualification	Description/ Modules
<u>UWE Bristol</u>	Stroke Care	This 20 credit Stroke Care module The module will explore the psychological/social/ethical and political issues that impinge on practice in acute stroke care, stroke rehabilitation and longer-term recovery from stroke.
<u>Manchester Metropolitan University</u>	Multi-Professional Approaches to Stroke Rehabilitation	This unit critically reviews the rehabilitation pathway and multi-professional management of stroke patients across all sectors. There will be a focus on critically evaluating the evidence behind rehabilitative strategies in order to recognise the challenges faced by stroke survivors as they aim to achieve their full potential for recovery.
<u>Later Life Training</u>	Exercise and fitness training after Stroke Care	The variety of professionals who attend these courses aid local networking and help break down barriers between professions and build trust and respect for their differing skills. The course is based on the exercise intervention used in the STARTER trial that improved function and quality of life in people after stroke.
<u>University of Sheffield</u>	Evidence based Stroke Care	Facilitated by a team of clinical MDT experts and experienced university lecturers, this unit aims to enable health care professionals to understand the key elements of a multi-disciplinary approach to caring for a person affected by stroke. The module will focus on several key areas, including the normal age-related changes, specific neuroanatomy, neurophysiology and pathology essential to appreciate what a stroke is and why it happens. The physical, psychological and social impact of a stroke on both the person affected and their families and carers will be studied. Consideration will also be given to life after stroke.

<u>Kings College London</u>	Stroke Care Level 6	You will learn to critically evaluate the evidence for nursing assessments, interventions and care and to plan the most effective care to meet the individual needs of patients following a stroke. The course components include: the scientific basis of stroke, the assessment and management of acute care and rehabilitation, ethical dilemmas in stroke care, end of life care in stroke, service development and national stroke policy, the individual roles of the MDT and the evolving role of nurses in stroke care.
<u>Cardiff Metropolitan University</u>	Research and Practice in Stroke	The aim of this module is to enable students to extend their current knowledge and understanding to a higher level in the fields of Prehospital, Acute, Rehabilitation and Life After Stroke Care and practice and to be able to incorporate their postgraduate academic learning in the workplace through a research lens.
<u>Angela Ruskin University</u>	Management of Acute Stroke and Rehabilitation	This course will give you a deeper understanding of the stroke pathways from onset to rehabilitation and social reintegration. It will enhance your knowledge of neurology, anatomy and physiology of the brain, types of stroke and correspondent treatment, hyper acute interventions and the evidence for new and novel practice. We'll examine therapeutic interventions in relation to the management of physical symptoms and provision of best practice and the function of the multi-professional team will be explored, including specialist roles and accountability in practice.
<u>Buckinghamshire New University</u>	Stroke Care	This module is 20 credits at Level 6 and 7 and enables you to gain knowledge and understanding of the care of an individual who has had a stroke. The role of the health care practitioner in various environments will be explored.

<u>University of Edinburgh</u>	British Association of Stroke Physicians (BASP) CT training lecture	The BASP CT Training lecture teaches about how to read acute stroke CT scans. It is useful to review in advance of participation in the Acute Cerebral CT Evaluation of Stroke Study (ACCESS).
<u>University of Edinburgh</u>	Acute CTA for Thrombectomy in Stroke	ACTATS teaches about CT & CTA review & interpretation in the context of thrombectomy. A Medtronic educational development grant, as well as support from the Thrombectomy Advisory Group & NHS National Services Scotland, enables free registration & access.
<u>University of Edinburgh</u>	Acquired Brain Injury (ABI) and Stroke Rehabilitation	This course will support nurses and other health care practitioners in developing their advanced level practice in the area of neurological rehabilitation. It will have a specific focus on the needs of young adults with stroke or other Acquired Brain Injury (ABI), their family and carers, but be relevant to a wider range of conditions and age groups.
<u>University of Cambridge</u>	Functional Neuroanatomy	This course will provide you with the knowledge to identify brain and spinal cord pathology and the associated clinical signs in patients. It will give you the confidence to apply this knowledge to clinical scenarios, through practice with real-life examples in clinical puzzles and hands-on activities.
<u>St Andrews University</u>	Cognitive Rehabilitation in Stroke for the multidisciplinary team	The aim of this course is to enable multi-profession participants to develop an understanding of cognition after stroke. This course will enable participants to apply strategies to manage the impact of impairment on their own assessments and interventions.

<u>University of Sheffield</u>	Stroke	The aim of this course is to enhance knowledge of Stroke and enable practitioners working in the field of eye-care to have a comprehensive understanding of issues surrounding Stroke in relation to their clinical practice and that of related disciplines.
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