Developing careers. Continuing professional development prospectus

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Welcome to Health Sciences

It gives me great pleasure to extend a warm welcome to you from everybody at the Faculty. In establishing Health Sciences we have developed a world class learning environment that focuses on the improvement of health outcomes and the transformation of healthcare delivery.

I hope you will find the University of Southampton to be an academic environment that is conducive to your learning and development.

Our continuing professional development opportunities and programmes benefit from solid partnerships with practice settings, strategic clinical leaders and close involvement with service users. Furthermore, leading professors contribute to the educational and research experience, whilst undertaking research of international renown themselves.

As Dean, I am passionate about striving to improve the experience of healthcare for service users in order to address their needs more personally, and also to give them more power and control over their health and wellbeing.

If you choose to study with us, you too will have the opportunity to make your own personal contribution to healthcare in the challenging but exciting times that lie ahead.

Professor Jessica Corner, Dean of Health Sciences.

About the Dean

At the beginning of her career Jessica trained as a cancer nurse and is best known for developing a new approach for managing the symptoms of breathlessness in advanced lung cancer.

Her roles outside the University now include that of Chief Clinician at Macmillan Cancer Support where she advises on the charity’s direction, vision and strategy.

Jessica is also currently working with the Nursing and Care Quality Forum, making recommendations to the Prime Minister about healthcare education, training and delivery.
Improving cancer care by informing policy.
The Macmillan Survivorship Research Group.

We are proud to be global leaders in the modernisation of cancer care, working in partnership with various organisations to achieve meaningful progress in services.

For example, our Macmillan Survivorship Research Group’s colorectal wellbeing project, known as CREW, has studied the experiences of more than a thousand bowel cancer survivors to discover ways of improving aftercare.

CREW examined a number of factors that influence everyday life for a person who is recovering from colorectal cancer. These included: the disease itself, the level of treatment, the type of problems that may arise, the support that is available, plus the full range of relevant coping skills.

The results of this study will now inform healthcare policy across the country, helping healthcare professionals better understand exactly what aids rapid recovery from bowel cancer treatment, an area that has been relatively neglected in the past.

Chief Executive of Macmillan Cancer Support, Ciarán Devane, said: “The CREW study is important in helping us learn more about bowel cancer patients and their different needs after treatment. The information gained through research will help us support and improve the lives of the increasing numbers of people who are living with and beyond cancer.”

You can discover more about this research project by visiting www.southampton.ac.uk/msrg
Research and learning

When studying here you will not only benefit from our groundbreaking research, you will be encouraged to conduct it too. This is your opportunity to work at the leading edge of your profession, alongside some of the world’s best.

Non-medical prescribing
The Government’s recent decision to give prescribing powers to podiatrists, physiotherapists, nurses, pharmacists and optometrists was partly based on evidence supplied here at Health Sciences.

The Organisation and Delivery of Care Research Group, led by Professor Sue Latter, was commissioned by the Department of Health to undertake a thorough consultation process with a broad range of healthcare professionals to help inform future policy, education and practice. The study found empirical evidence that prescribing by nurses and pharmacists is safe and effective, and has the potential to significantly improve access to appropriate treatment.

Furthermore, senior podiatry lecturer, Dr. Alan Borthwick, gave evidence in favour of non-medical prescribing in his position as a member of the Department of Health Allied Health Professions Federation Medicines Project Board. He later said: “These planned changes to legislation will mean that patients will be able to receive more prompt and better access to treatment.”

Southampton Football Club chooses us for research
Our researchers are working with Southampton FC to discover new ways of preventing injuries to players and protect them from arthritis later in life.

Working with elite athletes like professional footballers gives our postgraduate researchers the opportunity to be at the pinnacle of scientific developments. Plus, it gives them the priceless experience needed to develop their career in this exciting area of healthcare.

These research findings are also expected to benefit millions of service users who are at risk of developing arthritis. It is thought that this preventative approach, known as ‘prehabilitation’, could become a key life skill in the future.

Professor Maria Stokes, whose team from our Rehabilitation and Health Technologies Research Group are working alongside Southampton FC’s physiotherapists, said: “We now need to prove scientifically that prehabilitation programmes work and make them as effective as possible, so that footballers worldwide can benefit.”

High-tech implementation made simpler
Our researchers have been instrumental in developing a web-based toolkit that helps healthcare professionals implement research and innovation in practice.

This new resource creates conceptual models of the implementation process, setting out the variables that the operator needs to consider in a way that is simpler, saving time and money.

The team, led by Professor Carl May, secured Economic and Social Research Council funding for the project, which has received a lot of international attention. You can discover more about this pioneering web-based toolkit approach at www.normalisationprocess.org

Evaluating continence products to enhance quality of life
Professor of continence technology Mandy Fader is currently working to investigate the effectiveness of different continence products.

Professor Fader and her team have embarked on a joint project with the International Continence Society and the International Consultation on Incontinence, to develop a website that helps users and healthcare professionals make evidence-based product selections.

Mandy said: “The problem is that continence products are not subject to the same stringent regulations as drugs, so it is easy for a company to produce a device, but there are few standards to qualify how effective they are or whether they represent value for money.”

Meanwhile she continues to test and evaluate continence products on behalf of NHS organisations, including the Medicines and other funding bodies.

Further information
Further information can be found on our website: www.southampton.ac.uk/healthsciences

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As a postgraduate student at Southampton, you will be learning from and working with academics at the forefront of their disciplines. Here are just a few of our academics.

1. Professor Mandy Fader
   Professor of continence technology Mandy Fader qualified as a nurse in 1980 and began her research career at University College London, completing her PhD in 2001. She joined the Health Sciences Continence Technology and Skin Health group in 2004 and currently leads a team of researchers. Mandy is an editor for the Cochrane Incontinence Group; consulting editor for the US Wound Ostomy and Continence Nursing Journal; and a committee member for ICS nurses and the International Consultation on Incontinence.

2. Professor Sue Latter
   Professor of nursing Sue Latter is head of our Organisation and Delivery of Care Research Group. She is also a member of more than ten professional advisory groups and has been widely published in academic journals. Her achievements include: leading national and international research into the quality and impact of non-medical prescribing and medicines management interventions; being at the forefront of research into patients’ experiences of self management for long term conditions; plus driving strategic development and leadership in the development of research careers, including clinical academic careers.

3. Professor Jane Burridge
   Professor of restorative neuroscience Jane Burridge leads our Rehabilitation and Health Technologies Research Group. Her particular interest is in modernising stroke rehabilitation services by using state-of-the-art technology as part of intensive, evidence-based therapy programmes. Jane has achieved many professional distinctions, including the best scientist of the year award AMF California, US, in 2008, and the prize for best paper at the International Rehabilitation Robotics Conference (ICORR) Kyoto, Japan, in 2009. Furthermore, in 2010 she was elected President of the International Society of Functional Electrical Stimulation (IFESS).

4. Professor Alison Richardson
   Professor Alison Richardson is a clinical professor in cancer nursing and end of life care. She leads our Cancer, Palliative and End of Life Care Research Group and is an eminent authority in her field. She has produced research studies of great international significance and is also widely published in academic journals. Alison is also: chair of the National Cancer Action Team Cancer Nursing and Quality Group; member of the Cancer Reform Strategy Patient Experience Advisory Group; and founding editor of the Editorial Board of European Journal of Oncology Nursing.

Further information
To find out more about our academics visit
www.southampton.ac.uk/healthsciences
The new Clinical Academic Research Facility
As a postgraduate student you could benefit from our new Clinical Academic Research Facility, which is based at Southampton General Hospital and dedicated to making discoveries that enhance both safety and essential care for service users.

The facility was opened in January 2013 by Jane Cummings, Chief Nursing Officer for England, and provides the most up-to-date laboratories and research facilities, helping to make discoveries in areas like: preventing pressure ulcers, nutritional support, infection control and end of life care.

Dean of Health Sciences, Professor Jessica Corner, said: “Working with our partner NHS organisations our aim is to form a thriving clinical academic community to develop curiosity, creative drive and the robust research skills necessary to develop and improve patient care.”

Libraries
Our facilities are among the best in the country. The Hartley Library on the Highfield Campus is one of the leading research libraries in the UK. Facilities include a state-of-the-art learning centre, with consultation rooms, ‘walk in’ internet access, a language study area with computers linked to software for a range of languages, a café and a study lounge.

Research centres and facilities
With a reputation for linking fundamental research with real-world applications, Southampton is home to cutting-edge research centres that consistently break new ground.

Our research centres have strong links with business, industry and government. For example, in the field of biomechanics we have several laboratories where we undertake research using the latest technology.

As a result, we can capture the three-dimensional movement of walking, or even the small and intricate movements of the hand and fingers. We can also measure forces exerted on the ground, as well as the torque produced by joints.

These findings have particular relevance for advancements in stroke recovery.

The Centre for Innovation and Leadership
Our Centre for Innovation and Leadership is where you will be based for most of your postgraduate continuing professional development activities.

Your principal focuses here will be: improving health outcomes for individuals and populations; transposing great ideas, modern health policy and new technologies into everyday practice; examining exactly what matters to service users; and operating in emerging global markets.

The centre was founded to attract the best students, researchers, academics and clinicians by creating a culture of innovation leadership, enterprise and entrepreneurship.

We are committed to being among the very best in the world at what we do. Therefore we have invested heavily in personnel. For example, since 2010 we have recruited even more world class talent, giving us tremendous strength and depth across all our programmes.

We have a spirit of research that is firmly embedded in our culture, which helps to set us apart from other universities. It is this environment that makes studying here a unique and exciting experience.

Further information
To find out more about our research centres and facilities, visit www.southampton.ac.uk/healthsciences
As well as pushing the boundaries of knowledge in your chosen field, at Southampton you will have the opportunities to develop the attributes that are vital for success in today’s global employment market.

The tools to realise your ambitions
The principal aim of continuing professional development (CPD) is to help you work in new and innovative ways by equipping you with the very latest knowledge and skills. That is why we offer a whole host of CPD opportunities to help you diversify, as well as stay up to date.

All our CPD opportunities are highly flexible to enable you to work and study at the same time. You also have the option to complete most modules with or without academic credit.

Furthermore, all our education is designed to meet the requirements of practitioners, employers and professional bodies.

We maintain robust links with health and social care organisations across the UK and beyond; all who recognise the quality of our education.

Enhancing your career
At Career Destinations, the University’s dedicated careers service, we offer a range of services including web resources for career development, careers advice, skills workshops and mock interviews.

During your time here we will also help you gain the transferable skills – such as independent thinking, problem solving and teamwork – that employers really value. You can also get involved in our student entrepreneurial society that had a winning team in the national Students in Free Enterprise (SIFE) competition in 2011. The Southampton team also represented the UK at the SIFE World Cup in Malaysia in October 2011.

“Studying at Southampton has been a wonderful experience so far. The tutors are fantastic and I really like the modular structure. I’ve gained a lot from the course and from the NHS about social policy. I hope to take this knowledge back to Ghana where I work as an NGO to effect policy in health and social care.”

Hilary Awuah
Postgraduate student

Meeting the challenges of modern healthcare
As you will know, modern healthcare is full of challenges. That is why at Health Sciences we are committed to finding solutions that will continually advance every healthcare profession, and ultimately improve outcomes for service users.

Our CPD opportunities are led by the findings of our own ground breaking research, giving you some of the latest scientific knowledge to take back to your workplace. Then there is our multi-disciplinary approach, which gives you the awareness to appreciate your role in its broadest context.

We are also proud that our education is underpinned by the values of the NHS constitution. In fact, focusing on improving patient experiences and outcomes are central tenets of our philosophy.

Finally, we firmly believe that effective management in healthcare organisations is one of the main drivers of progress. As a result, we have recruited some of the world’s most highly respected professors; people who represent authorities in their fields, and will now pass on their skills and knowledge to you.

Further information
To find out more about Career Destinations, visit www.southampton.ac.uk/careers
Study opportunities to suit you

Achieve your career goals thanks to our flexible professional development opportunities.

Where do I start?
Taking a single module gives you the ideal chance to complete rigorous academic study as part of your CPD.

The advantage of CPD modules is that you can work and study at the same time. You can purchase these independently but some may be funded by your employer via commissioned places - please see the applying and funding section for details.

Modules are usually selected by you and your manager depending on your individual needs and the needs of your particular workplace. You also have the opportunity to gain academic credit toward further study by successfully completing an assessed module.

Each one is worth 5-20 credits under the European Credit Transfer System (ECTS).

However, if formal study is not for you the majority of our modules can be taken without assessment, solely for CPD. Furthermore, we offer a series of short workshops and will be introducing summer schools soon as well.

To help you prepare for academic study we offer an optional study skills module called ‘Advancing Independent Learning’. Learning materials for this module are available electronically through the University of Southampton website.

Programmes
If you have a real passion for learning you might want to progress your career with one of our part-time postgraduate taught or research degree programmes. While considering your options it might be worth taking one or two modules before you enrol. That is because up to 30 credits can be transferred.

All our postgraduate programmes can be broken down into core, required and optional modules. Core modules must be taken as part of the requirement for the qualification, required modules will be necessary to complete set pathways, and optional modules may be selected to satisfy your individual aims or interests.

Taught modules
Most modules require attendance at study days, along with a set number of study hours, whilst others involve more online learning.

You will also undertake independent study, as well as assignment preparation if you choose to undertake an assessed route. A significant part of your learning will be demonstrated through the assignment, although you may also be assessed in practice. For modules studied at a distance, tutorial support will be provided online.

Workshops and short courses
These generally offer a less formal education pathway but can contain formal assessment. They can be lectures, workshops and self-directed study with study over one to five days.

Work based learning
This is a flexible approach that may be tailored to the exact needs of an individual or group which is undertaking the same learning. It will give you the opportunity to gain academic credit for the knowledge and skills you are currently developing and using every day.

This option has no predetermined outcomes. You will agree a contract for the learning you wish to achieve with your manager or academic adviser at the outset.

Accreditation of prior learning (APL)
Most practitioners have a wealth of experience and may have undertaken short courses or work based projects in the past.

If that includes you then the APL process could enable you to get the academic credit for that learning, making it count towards your latest endeavour. Every APL applicant is considered on an individual basis.

Accreditation of prior certified learning (APCL)
The APCL process is about transferring academic credit you have gained from another Higher Education Institution (HEI) onto your award at Health Sciences. We accept relevant credit from all recognised higher education institutions.

Understanding credits
All modules are credited using the new European Credit Transfer System (ECTS) which replaces the former Credit Accumulation and Transfer System (CATS). Typically, a post graduate diploma is 60 ECTS; a bachelors degree is 180-240 ECTS and a masters degree is 90 ECTS. Doctorates are not normally credit rated, however, our DClinP is 180 ECTS.

Understanding academic levels
Higher education level 5: HE level 5 (diploma)
Higher education level 6: HE level 6 (degree)
Higher education level 7: HE level 7 (Masters)
Higher education level 8: HE level 8 (doctorate)

For more information visit our website www.southampton.ac.uk/healthsciences
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Care of people with cancer

Who should attend?
Any health professional caring for people with cancer in any setting.

Purpose
This module will develop your knowledge and understanding of cancer as a disease, and the impact on the person with cancer and their family and carers. It will explore the biological nature of cancer, its development and progression, as well as the health care practitioner’s role in support and service provision across the cancer journey. The module design also takes account of the European Oncology Nursing Society Post-basic Curriculum in Cancer Nursing, and the Royal College of Nursing (RCN) framework for adult cancer nursing. This new understanding of cancer will enhance your skills of assessment, planning and evaluation of care.

Special conditions/prerequisites
- Registered with an appropriate professional body.
- Confidence to study at level 6.
- Clinical practice to including people with cancer preferred.

Further information

Number of study days: five
Module code: NQCG3126
Credits: 7.5 Level 6
ECTS points: 15
Available assessed and unassessed

Developments in cardiology

Who should attend?
This module is designed for healthcare professionals involved in the care of adult cardiac patients. The module is aimed primarily at practitioners with a minimum of six months’ clinical experience within a cardiac care setting.

Purpose
This module is designed to develop your skills to effectively care for patients requiring a range of cardiac investigations or interventions, and to effectively assess, plan, implement and evaluate the care available for them. The purpose of the module is to critically explore and develop your skills and knowledge base in the many diverse aspects of cardiac care delivery, taking into account developments in international, national and local policies; government strategies; and the pressures on service delivery.

Special conditions/prerequisites
You will be expected to have some prior knowledge of cardiac care, especially in relation to basic ECG recognition. Specific and related competencies in practice must also be achieved. Requires a mentor in practice.

Further information

Number of study days: five
Module code: NQCG3106
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Collaborative working for community capacity

Who should attend?
Any health professional working in public health or community nursing.

Purpose
The aim of this module is to provide you with the skills and knowledge to manage the development, implementation and evaluation of community health improvement projects across agencies and partnerships. Such skills should enable you to build sustainable capacity and resources for health improvement and the reduction of inequalities. You will also gain an understanding of how to advocate for communities, recognising them as integral stakeholders to health and wellbeing.

Further information

Number of study days: five
Module code: NQCG3124
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Forensic child and adolescent mental health

Who should attend?
This module is for any professional working in or linked to child and adolescent mental health. This could be in social care settings, youth offending teams and acute adolescent inpatient services.

Purpose
This module aims to consolidate and enhance your knowledge base and skills in the care, treatment and management of child and adolescent mentally disordered offenders in a range of settings. This includes the underpinning research; evaluating personal and professional values; as well as the factors that determine the effective delivery of an evidence-based, quality care provision.

Special conditions/prerequisites
The ability to study at higher education level 6.

Further information

Number of study days: five
Module code: NQCG3127
Credits: 30 Level 6
ECTS points: 15
Assessment compulsory

Foundations of high dependency care (adult)

Who should attend?
Anyone working in an appropriate setting, such as: a high dependency unit, accident and emergency, anaesthetic and recovery or acute areas, where they may care for highly dependent patients.

Purpose
The aim of this module is to enable you to develop your existing knowledge and skills in order to effectively assess, plan and manage the care of high dependency patients. The module will allow you to critically analyse a range of healthcare problems, and evaluate the potential impact on the patient and their family considering cultural, spiritual and psychosocial factors.

Continued overleaf.
If you wish to register as an independent and/or supplementary prescriber you will need to complete the first module of the programme (module code: NQCG3111); meet all the NMC (2006) and/or HCPC requirements; and also have:
- The expertise; competent history taking; and clinical assessment skills, which are appropriate to your proposed area of practice.
- Full support from your manager to include post qualifying supervision and access to the prescribing budget on completion.

Further information
Number of study days: three taught days (18 hrs) and 15 days (90hrs) focused learning. You will also be required to complete a total of 12 days’ (78hrs) practice learning facilitated by your DMP (plus independent study).
Module code: NQCG3110
Credits: 10 Level 6
ECTS points: 15
Assessment compulsory

Intensive care
Who should attend?
Nurses and clinicians working in intensive care.

Purpose
This module is designed to equip you with the knowledge and skills needed to meet the NMC standards of proficiency for independent and supplementary prescribers. It will also make you eligible to apply for registration with your regulatory body as a qualified independent and supplementary prescriber. This knowledge, when applied in the clinical domain, will also enhance your ability to assess and manage patients and/or clients presenting with acute health problems and/or long-term conditions.

Special conditions/prerequisites
If you wish to register as an independent and/or supplementary prescriber you will need to complete the second module of the programme (module code: NQCG3110). The NMC states that both parts should normally be completed within 12 months (NMC 2006). On successful completion of the programme you will meet all NMC/DOH criteria, including those set out in the special conditions for independent and supplementary prescribing.

- The ability to study at higher education level 6.
- If you wish to register as an independent and/or supplementary prescriber you will need to complete the second module of the programme (module code: NQCG3110). The NMC states that both parts should normally be completed within 12 months (NMC 2006). On successful competition of the programme you will meet all NMC/DOH criteria, including those set out in the special conditions for independent and supplementary prescribing.

Further information
Number of study days: this module normally has the equivalent of eight taught days and 152 hours of self-directed learning.
Module code: NQCG3111
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Independent and supplementary prescribing part two – prescribing in practice
Who should attend?
Nurse, midwife and allied professional registrants who have simultaneously enrolled for, or completed, part one of this programme in preparation for the NMC and HCPC recorded qualification of independent and supplementary prescriber.

Purpose
This module will help you to acquire the knowledge and skills needed to meet the NMC standards of proficiency for independent and supplementary prescribers. It will also make you eligible to apply for registration with your regulatory body as a qualified independent and supplementary prescriber. This knowledge, when applied in the clinical domain, will also enhance your ability to assess and manage patients and/or clients presenting with acute health problems and/or long-term conditions.

Special conditions/prerequisites
If you wish to register as an independent and/or supplementary prescriber you will need to complete the second module of the programme (module code: NQCG3111); meet all the NMC (2006) and/or HCPC requirements; and also have:
- An identified designated medical practitioner (DMP) to facilitate 12 days’ practice learning (over the two modules of study).
- Three years’ post-qualifying nursing experience, including one year in your present clinical field.
- The ability to study at level 6.
- An identified therapeutic area in which you will be permitted to prescribe on completion of the award.

Further information
Number of study days: this module normally has the equivalent of 10 days and 300 hours of independent study.
Module code: NQCG3128
Credits: 40 Level 6
ECTS points: 15
Available assessed and unassessed

Assessment compulsory

Introduction to high dependency and intensive care of the neonate
Who should attend?
Any professional who will come into contact with children, adolescents and/or young people with chronic, life threatening or life limiting illness.

Purpose
The aim of this module is to share and enhance your knowledge, skills and experience of high dependency and intensive care for children and young people who have a chronic, life limiting or life threatening illness. The module will explore contemporary policy and legislation relating to end-of-life care, whilst considering key concepts, such as: safeguarding vulnerable children and young people; communication skills; and the physical and psychosocial impact on the child, their families and carers.

Special conditions/prerequisites
You must be in practice with children, adolescents and/or young people. Confidence to study higher education level 6.

Further information
Number of study days: five
Module code: NQCG3121
Credits: 15 Level 6
ECTS points: 7.5
Available assessed and unassessed

Continued overleaf.
Purpose
This module is designed to develop your knowledge and skills if you are involved in the care of the neonates who require high dependency or intensive care, and also if you are involved in stabilising a sick neonate prior to transport to another neonatal unit. You will be required to explore the pathophysiology and management of clinical conditions and evidence based care; how to respond to emergency situations; legal and ethical issues; and the care and support that should be provided to families with babies in neonatal units.

Special conditions/prerequisites
− Pref: Have three months experience in providing intensive care to neonates.
− Req: Have an understanding of the principles of providing neonatal care to special/transitional care neonates. Have access to clinical experience in a neonatal intensive care unit and confidence to study at HE level 6.

Further information
Number of study days: seven days
Module code: TBC
Credits: 15 Level 6
ECTS points: 7.5
Available assessed and unassessed

Introduction to the management of diabetes in primary, and secondary care
Who should attend?
Any healthcare professional wishing to increase their knowledge of diabetes screening, national and local guidelines, and the management of the condition.

Special conditions/prerequisites
Registered healthcare professional.

Further information
Number of study days: five
Module code: NQCG3114
 Credits: 15 Level 6
ECTS points: 7.5
Available assessed and unassessed

Leadership and management of innovation and change
Who should attend?
All professionals within health and social care organisations who currently lead teams or hold a management position, or aspire to do so in the future. It will be of particular interest to those who are interested in bringing about service modernisation.

Purpose
This module aims to give you the knowledge and skills to lead and manage innovative change in practice. The emphasis is on contemporary management research and theory of change that originates from local, national and international sources. The module also explores specific areas of improvement, therefore, the main focus will be on personal and organisational development, plus project management. This will enable you to lead and manage change within your place of work.

Management of coronary heart disease and heart failure in primary and secondary care
Who should attend?
Healthcare professionals involved in the care of people who are at risk of, or who have established coronary heart disease (CHD), and/or heart failure (HF), in a range of different settings.

Further information
Number of study days: five
Module code: NQCG3115
 Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed
Maternity care for women with high risk maternal and/or fetal health needs

Who should attend?
Registered midwives and health professionals working in maternity care where there is, or could be, care provision for women who have, or develop, health-related conditions; thus increasing the risk associated with pregnancy and childbirth.

Purpose
This module will enable you to enhance your knowledge, skills and competencies in the provision of care for women in complex pregnancies. This includes the current evidence base and theories that underpin the understanding of conditions, as well as the midwife’s role in promoting safe, effective and quality high care in a multidisciplinary environment.

Special conditions/prerequisites
You must be working in practice and have the agreement of your manager to support you in the clinical component included within this module.

Further information
Number of study days: five
Module code: NQCG3129
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Palliative and end-of-life care for people with life-threatening illness

Who should attend?
Healthcare professionals from a variety of settings who have an interest in palliative and end-of-life care for people with life-threatening illness.

Purpose
The aim of this module is to develop your knowledge and understanding of applied ethics and decision making; assessment; communication; as well as the physical and psychosocial impact on the patient with a life threatening or life limiting illness, their family, and carers.

Special conditions/prerequisites
The ability to study at higher education level 6.

Further information
Number of study days: five
Module code: HLTH6080
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Motivational interviewing in the service of health promotion

Who should attend?
All healthcare professionals with an interest in promoting public health.

Purpose
This module aims to develop your knowledge and skills in encouraging patients to take more responsibility for their own health. It is aligned to the Department of Health concept of ‘every contact counts’, and provides the opportunity for you to explore your own attitudes and beliefs, as well as those of patients, staff and communities. The objective is to promote better patient engagement with healthcare, along with enhanced motivation for sustained health behaviour change.

Special conditions/prerequisites
The ability to study at higher education level 6.

Further information
Number of study days: five
Module code: NQCG3109
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Professional studies: clinical effectiveness and evidence - based practice supplementary module

Who should attend?
Registered nurses who gained their diploma with advanced studies from Health Sciences at the University of Southampton within the last five years.

Purpose
This module will further develop your knowledge, skills and ability to deliver and evaluate effective clinical care, based on appropriate evidence. It will also build on and further develop skills of accessing, retrieving, appraising and evaluating a range of evidence to inform your practice.

Further information
Number of study days: four taught days
Module code: NQAD3053
Credits: 20 Level 6
ECTS points: 10
Available assessed and unassessed

Recognising the deteriorating adult patient

Who should attend?
Any practitioner involved in the care of acutely unwell adult patients who are at risk of deterioration or critical illness.

Purpose
This module is aimed primarily at practitioners with at least 12 months’ experience (since professional registration), and who wish to build upon their knowledge and skills base.

Special conditions/prerequisites
You will be expected to have prior knowledge of the care of patients within your own clinical area who are at risk of deterioration or critical illness. As well as exploring issues relating to the assessment and interventions required for the critically unwell adult, you will be encouraged to take a ‘wider view’ of care for this type of patient in a multidisciplinary clinical environment. You will also gain the skills to identify practice developments, which may improve the care of patients within your own clinical area who may be at risk of deterioration.

Further information
Number of study days: five
Module code: NQCG3117
Credits: 20 Level 6
ECTS points: 10
Available assessed and unassessed

Recognising the deteriorating child

Who should attend?
Any practitioner involved in caring for children who are at risk of deterioration from acute illness.

Purpose
This module is aimed at practitioners with at least 12 months’ experience (since professional registration), and who wish to build upon their knowledge and skills base.

Special conditions/prerequisites
You must have prior knowledge of the care of acutely unwell children (since professional registration). The module will also build on and further develop skills of accessing, retrieving, appraising and evaluating a range of evidence to inform your practice.

Further information
Number of study days: five
Module code: NQCG3153
Credits: 20 Level 6
ECTS points: 10
Available assessed and unassessed

Continued overleaf.
Special conditions/prerequisites
You will be expected to have some prior knowledge of the principles of assessing and managing a deteriorating child from clinical practice. This will include a basic understanding of normal and disordered physiology of acute illness in children.
Throughout the module you will need to be supported by a mentor in practice in order to achieve practice competencies. These relate to recognising, assessing and evaluating the care of a deteriorating child, whilst communicating effectively with that child, his or her family, and an inter-professional team.

Further information
Number of study days: five
Module code: NQCG3118
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Self-harm: advancing strategies and interventions
Who should attend?
The aim of this module explores the theory and practice skills required to care for individuals who self-harm.

Purpose
To enable you to critically analyse your own and others’ attitudes towards people who deliberately self-harm and appraise the rationale for a collaborative approach to care working within local and national policy guidelines.

Special conditions/prerequisites
Currently working with people who self-harm.

Further information
Number of study days: eight
Module code: NQCG3109
Credits: 20 Level 6
ECTS points: 7.5
Assessment compulsory

Work based learning
Who should attend?
Motivated and self-directed academic practitioners wishing to achieve 7.5 or 15 ECTS at higher education level 6 through work based learning (WBL). Ideally applicants should have previously undertaken at least one taught module at level 6.

Purpose
This module is designed to offer you a flexible and practice-related approach to learning. It will enable you to gain academic credit for knowledge and skills acquired and developed in your workplace. Through a negotiated learning contract you will appraise a topic within your sphere of practice and evaluate your current practice in light of the findings. It will provide the opportunity for personal and professional development as part of a degree programme or as continuing professional development.

Special conditions/prerequisites
You must be working in a health or social care environment with the support from your manager and/or a practice facilitator/mentor. Your manager will be asked to support you with five study days (7.5 ECTS) or 10 study days (15 ECTS) and should acknowledge that your learning contract is relevant to your practice.

Ability and motivation to work independently.

Skills in accessing evidence from a range of sources.

Skills in identifying your own learning needs.

IT skills and the confidence to use a range of technologies including email.

If you are embarking on a new academic level of study you are strongly advised not to use this as your first module.

Further information
Number of study days: ten
Module code: NQCG3031
Credits: 15 Level 6
ECTS points: 7.5
Assessment compulsory

Sexual health care practice
Who should attend?
This module is for health professionals who require knowledge and skills in contraception, or sexual health and genitourinary medicine. Primarily this will be practice nurses, nurses working in genitourinary medicine, contraceptive and sexual health services or midwives and health visitors.

Further information
Number of study days: ten
Module code: NQCG3032
Credits: 15/30 Level 6
ECTS points: 7.5/15
Assessment compulsory

Safeguarding and child protection: children and young people - developing practice
Who should attend?
Any healthcare professional working with children, young people, and/or their parents and carers - particularly practitioners working in adult mental health services.

Purpose
The aim of this module is to give you the opportunity to share and enhance your knowledge, skills and experience in safeguarding and promoting the welfare of children and young people. You will explore contemporary policy and legislation relating to safeguarding and child protection, whilst considering key concepts within current practice, as well as reflecting upon and exploring practice issues. This module aims to build upon your theoretical background of clinical and legal issues to enhance understanding, whilst critically examining practice that is enshrined in UK and international law.

Special conditions/prerequisites
- Evidence (e.g. certificate of attendance) of previously undertaken in-house training and development in safeguarding children (child protection).
- Working knowledge of local Safeguarding Children Board procedures.

Further information
Number of study days: five
Module code: NQCG3119
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed

Evidence of knowledge and interest in these areas.

Working knowledge of local Safeguarding Children Board procedures.

Evidence of knowledge and skills in contraception, or sexual health services or midwives and health visitors.

Current enhanced level CRB check, honorary contracts and occupational health clearance are necessary in most services. You are responsible for arranging these prior to placement.

- The ability to study at higher education level 6.

Self-harm: advancing strategies and interventions
Who should attend?
The aim of this module is to build upon your theoretical background of clinical and legal issues to enhance understanding, whilst critically examining practice that is enshrined in UK and international law.

Further information
Number of study days: five
Module code: NQCG3118
Credits: 20 Level 6
ECTS points: 7.5
Available assessed and unassessed
Level 7 modules

Advanced statistical methods in epidemiology 30
Advancing maternity care for women with complex maternal and/or fetal health needs 30
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Allergic airways disease 31
Applied research methods: qualitative 31
Applied research methods: quantitative 32
Assessment and engagement of patients with common mental health problems using low intensity cognitive behavioural therapy 32
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Developing public health practice 37
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Eczema, urticaria and anaphylaxis 38
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Epidemiology: concepts, analysis and application 39
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E:Research methods - associated with cancer and palliative care pathway 40
Evidence based practice, research and epidemiology for meeting complex needs in sexual health 40
Extending practice in the assessment and management of musculoskeletal spinal pain 40
Extending practice in upper quadrant musculoskeletal disorders (shoulder and elbow) 41
Food allergy 41
Foundations in intensive care 42
Foundations of allergic disease 42
Governance in action 42
Health promotion, motivational interviewing and health behaviour change 43
Health services organisation and evaluation 43
Healthcare informatics 43
High dependency and intensive care of the neonate 44
Independent and supplementary prescribing: part one – applied pharmacology and medicines management 44
Independent and supplementary prescribing: part two prescribing in practice 44
Injection therapy 45
International and contemporary perspectives of clinical leadership in cancer, palliative and end-of-life care 46
Leading others 46
Leading service development 46
Learning and teaching in health and social care practice 47
Learning and teaching in health and social care practice (practice teacher) 47
Low intensity CBT interventions for patients with common mental health problems 48
Management of adult diabetes in primary and secondary care 48
Management of chronic obstructive pulmonary disease in primary, community and secondary care 48
Management of coronary heart disease and heart failure in primary and secondary care 49
Nutrition in harsh environments 49
Open learning 49
Outcome tools for effective practice 50
Perspectives of mental health care and treatment 50
Policy and service design in cancer, palliative and end-of-life care 51
Principles of coaching: improving workforce performance 51
Principles of high dependency care (adult) 51
Principles of history taking and physical assessment 52
Psychological and social relationships in health and rehabilitation 52
Public health: law and ethics 53
Recognising and prioritising care of the deteriorating adult patient 53
Recognising and prioritising care of the deteriorating child 53
Relational therapy 54
Research skills and statistics 54
Safeguarding and child protection: children and young people - advancing practice 55
Self leadership 55
Sensory processing and cognition 55
Sensory-motor interaction in neuro-rehabilitation 56
Specialist practice in cancer, palliative and end of life care 56
Statistical and qualitative methods for public health 56
Strategic management 57
Using data for the analysis and development of quality in healthcare organisations 58
Work based learning 58
Advanced statistical methods in epidemiology

Who should attend?
Any health professional working with statistics in epidemiology.

Purpose
This module aims to develop your understanding of modern epidemiological modelling, including: logistic regression, log-linear modelling, and Poisson regression, to deal with confounding and multiple exposures.

It will also develop your understanding for basic concepts of time-to-event (survival analysis), including: concept of censoring, as well as basic nonparametric and parametric techniques.

Special conditions/prerequisites
You must have experience of or be working with medical statistics and qualitative methods in a public health setting.

You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise of three taught days and 25 hours of independent study.

Module code: TBC

ECTS points: 10

Available assessed and unassessed

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Advanced neonatal studies

Who should attend?
This module is suitable for neonatal practitioners who have successfully achieved credits at HE level 6 or above.

Purpose
This module aims to refine and develop your skills and knowledge; enabling you to provide an advanced level of neonatal intensive care, which is underpinned by appropriate biomedical knowledge; applied pathophysiology; and an informed evidence base. The module is designed to prepare you to take a leading role in the initiation and management of the care of very sick neonates and their families.

Special conditions/prerequisites
You must be working in a clinical capacity in a neonatal clinical setting. You must have successfully completed a critical care module at level 6 (or equivalent) and have current clinical experience in a critical care setting.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.

Module code: HLTH6085

Credits: 20 Level 7

ECTS points: 10

Available assessed and unassessed

Advancing practice in critical care

Who should attend?
This module is suitable for experienced healthcare practitioners, working in a critical or high dependency care setting, who have successfully achieved credits at HE level 6 or above. If you are registered on the MSc Advanced Clinical Practice award you may be required to undertake this module as part of your programme.

Purpose
This module builds on your existing critical care experience and offers you the opportunity to critically analyse and evaluate the advanced clinical management and core interventions of critically ill individuals. You will also have the opportunity to develop your knowledge of the concepts that underpin the support of an individual and their family through a critical illness. This will be achieved through a critical appraisal of available evidence and the synthesis of recommendations for practice.

Special conditions/prerequisites
You must have successfully completed a critical care module at level 6 (or equivalent) and have current clinical experience in a critical care setting.

Further information
Number of study days: this module will normally comprise the equivalent of five taught days and 220 hours of independent study.

Module code: TBC

Credits: 20

ECTS points: 10

Available assessed and unassessed

Applied research methods: qualitative

Who should attend?
Anyone undertaking the MRes Clinical and Health Research degree. This module may also be of interest to you if you are undertaking empirical research for your MSc dissertation, or if you are a healthcare practitioner engaged in clinical research.

Purpose
The aim of the module is to give you a practical understanding of qualitative research (including methodology, methods and analysis). You will learn to apply your knowledge of qualitative research methods to issues of data management; data analysis and interpretation; dissemination; and presentation of qualitative data...

Continued over leaf.
### Assessment and engagement of patients with common mental health problems using low intensity cognitive behavioural therapy

**Who should attend?**
Any healthcare professional coming into contact with patients with common mental health problems.

**Purpose**
The aim of the module is to develop the academic and clinical skills required to assess patients, using a cognitive behavioural therapy (CBT) framework. You will develop an understanding of the specific low intensity CBT techniques to assess and engage a broad range of clients with common mental health problems, including: depression, anxiety, panic, phobias and obsessive compulsive disorder.

### Assessment and examination of the newborn

**Who should attend?**
This module is suitable for midwives or neonatal practitioners who have successfully achieved credits at higher education level 6 or above.

**Purpose**
This module will prepare you with the knowledge, skills and judgement needed to obtain, synthesise, interpret, critically analyse and evaluate a structured history; comprehensive physical examination; and assessment of newborns.

### Assessment of nutritional status

**Who should attend?**
Healthcare professionals involved in managing or promoting nutrition in public health.

**Purpose**
The aim of the module is to develop your understanding and competency in assessing the nutritional health and wellbeing of groups or populations. It will provide you with the ability to master the basic principles of human nutrition that underlie the identification of nutritional requirements, and how these can be used to develop and implement public health nutrition policies and programmes.

### Collaborative working for community capacity

**Who should attend?**
Any health professional working in public health or community nursing.

**Purpose**
The aim of this module is to provide you with the skills and knowledge to manage the development, implementation and evaluation of community health improvement projects across agencies and partnerships. Such projects should enable you to build sustainable capacity and resources for health improvement and the reduction of inequalities. You will also gain an understanding of how to advocate for communities, recognising them as integral stakeholders to health and wellbeing.

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### Applied research methods: quantitative

**Who should attend?**
Anyone undertaking the MRes Clinical Research degree. This module may also be of interest to you if you are undertaking empirical studies for your MSc dissertation, or if you are a healthcare practitioner engaged in clinical research.

**Purpose**
The aim of this module is to give you a practical understanding of quantitative research (including methodology, methods and analysis). You will learn to apply your knowledge of quantitative research methods to issues of data management; data analysis and interpretation; dissemination; and presentation of quantitative data.

### Special conditions/prerequisites

This is a required module for the MRes Clinical Research degree, or can be studied as a standalone unit. You will require evidence of successful achievement at higher education level 6.

**Prerequisite:** the module, ‘Research Methods for Evidence-based Practice’, or equivalent introductory research methods module.

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| Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent. |
| Module code: HLTH6111 |
| Credits: 20 Level 7 |
| ECTS points: 10 |
| Assessment compulsory |

**Further information**

| Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent. |
| Module code: HLTH6111 |
| Credits: 20 Level 7 |
| ECTS points: 10 |
| Assessment compulsory |

**Assessment and engagement of patients with common mental health problems using low intensity cognitive behavioural therapy**

| Number of study days: this module will normally comprise the equivalent of five taught days and 220 hours of independent study. |
| Module code: TBC |
| Credits: 20 Level 7 |
| ECTS points: 10 |
| Available assessed and unassessed |

**Further information**

| Number of study days: this module will normally comprise six taught days and 214 hours of independent study or equivalent. |
| Module code: HLTH6113 |
| Credits: 20 Level 7 |
| ECTS points: 10 |
| Available assessed and unassessed |

**Assessment of nutritional status**

| Number of study days: five |
| Module code: HLTH6054 |
| Credits: 20 Level 7 |
| ECTS points: 10 |
| Available assessed and unassessed |
Communicable disease control

Who should attend?
Any health professional working in epidemiology or public health.

Purpose
This module aims to provide you with knowledge of the core concepts and skills required for communicable disease control as practised in developed countries.
It evaluates the policies and programmes used in the prevention and control of selected communicable disease, with the aim of providing you with the skills to lead improvements in public health.

Special conditions/prerequisites
You must be working in or have experience in epidemiology. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise half day teaching over five weeks and 125 hours of independent study or equivalent.
Module code: TBC
Credits: 10 Level 7
ECTS points: 5
Available assessed and unassessed

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Complexities in care in forensic child and adolescent mental health

Who should attend?
Experienced healthcare professionals with experience of working with children or young people with mental health issues.

Purpose
This module aims to consolidate and enhance your knowledge base and skill set in the care, treatment and management of children and adolescents with mental health issues, who are at risk of or engage in offending behaviour. You will explore the underpinning research, and your own personal/professional values - applying them within your clinical area.

Contemporary advances in cardiology

Who should attend?
Anyone working in a cardiac setting.

Purpose
The aim of the module is to enable healthcare professionals to effectively assess, plan, implement and evaluate care for service users requiring a range of cardiac investigations and/or interventions. It also takes account of developments in national and local policy to empower you to be able to deliver high quality, evidence based care, to a range of service users in a variety of clinical settings.

Special conditions/prerequisites
You must have a minimum of six months experience working in a cardiac setting. You will also normally require evidence of successful achievement at higher education level 6. Specific and related competencies in practice must also be achieved. Requires a mentor in practice.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6688
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

We recommend taking Self Leadership, Leading Others, or Strategic Management before this module, but it is not mandatory.

Contemporary issues in midwifery practice

Who should attend?
This module is suitable for midwives and other healthcare professionals working in a pregnancy and/or childbirth-related clinical setting, who have successfully studied at higher education level 6 or above.

Purpose
The module will contribute to the development of your practice performance – and skills in learning – by enhancing your ability to critically evaluate the contemporary factors that facilitate or constrain your ability to advance practice in your clinical area.

Special conditions/prerequisites
You must be recently working with, children and young people experiencing mental health difficulties. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6688
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

This module is suitable for midwives and other healthcare professionals working in a pregnancy and/or childbirth-related clinical setting, who have successfully studied at higher education level 6 or above.

Purpose
This module will help you to develop your creative and innovative skills to solve difficult and persistent problems. You should be able to create new approaches and identify new perspectives to improve organisational performance and the quality of care.

Special conditions/prerequisites
You must be recently working with, children and young people experiencing mental health difficulties. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6688
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Decision making

Who should attend?
Anyone who wants to improve their decision making capabilities when options are not clear, and results are difficult to identify and measure.

Purpose
This module will enhance your skills in solving difficult problems – helping you to understand the quality of decisions, and also to evaluate the extent that decisions achieve utility (a numerical measure of good) when metrics are not clear or agreed-upon. It examines the role of cooperation and will introduce you to relevant theory and practice to help you when faced with workplace dilemmas.

Special conditions/prerequisites
The ability to study at higher education level 7. We recommend taking Self Leadership, Leading Others, or Strategic Management before this module, but it is not required.

Further information
Number of study days: this module will normally comprise three taught days and 101 hours of independent study or equivalent.
Module code: HLTH6103
Credits: 10 Level 7
ECTS points: 5
Available assessed and unassessed

Creativity and innovation

Who should attend?
Anyone who leads or collaborates with others, and who wants to solve problems with fresh eyes and work creatively.

Purpose
This module will help you to develop your creative and innovative skills to solve difficult and persistent problems. You should be able to create new approaches and identify new perspectives to improve organisational performance and the quality of care.

Special conditions/prerequisites
You must be recently working with, children and young people experiencing mental health difficulties. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6103
Credits: 10 Level 7
ECTS points: 5
Available assessed and unassessed
Decision making for advanced clinical practice – neonatal

Who should attend?
This module is suitable for neonatal practitioners or midwives who have successfully achieved credits at higher education level 6 or above.

Purpose
The module aims to increase your knowledge and understanding of the processes involved in clinical decision making in a neonatal setting. This will enable you to develop and enhance your scope of clinical practice, whilst also advancing your abilities to make effective clinical decisions.

Your clinical practice will be developed further by you acquiring the ability to make judgements in light of evidence, autonomously and collaboratively, and by recognising, interpreting and evaluating cues.

Special conditions/prerequisites
Current or recent experience working in a clinical environment. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6115NEONATAL
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Decision making for advanced clinical practice – standard

Who should attend?
Any health professional working in advanced clinical practice.

Purpose
The module aims to increase your knowledge and understanding of the processes involved in clinical decision making, which places patients and service users at the centre of care. This will enable you to develop and enhance your scope of clinical practice, whilst also advancing your abilities to make effective clinical decisions.

Your practice will be developed further by you acquiring the ability to make judgements in light of evidence, autonomously and collaboratively, and by recognising, interpreting and evaluating cues.

Special conditions/prerequisites
Current or recent experience working in a clinical environment. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6115
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Developing public health practice

Who should attend?
Any health professional working in an area of public health practice.

Purpose
The aim of the module is to enable you to develop and demonstrate competence in collaborative working in an area of public health practice. In particular, to enable you to fill a gap in your competences, and to develop evidence for a portfolio to show initial or continuing professional education in public health practice.

Special conditions/prerequisites
Commitment to applying for professional registration. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study.
Module code: HLTH6116
Credits: 20 Level 7
ECTS points: 10
Assessment compulsory

Development and implementation of public health policies and strategies

Who should attend?
Individuals working in public health.

Purpose
The aim of the module is to develop your understanding of the wider social and political context within which the formation of public health policies and programmes operate, both domestically and internationally. It will also enable you to develop and demonstrate competence for effective practice in the community in your particular area of work.

Further information
Number of study days: module will normally comprise half day teaching over 10 weeks and 210 hours of independent study.
Module code: TBC
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

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Diagnostic assessment and decision making

Who should attend?
Healthcare professionals or trainee nurse practitioners.

Purpose
This module enables you to progress from history taking and physical examination, to selecting appropriate investigations, analysing clinical findings, as well as diagnostic decision making.

Special conditions/prerequisites
Depending on your background you might need to complete the module ‘Foundations of allergic disease’, HLTH6045, to undertake an assessed route. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.

Module code: TBC
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

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ECZEMA, URTICARIA AND ANAPHYLAXIS

Who should attend?
Anyone working with patients with allergies and/or skin disorders.

Purpose
This module aims to give you an understanding of the principles, models and concepts of health promotion that enable you to select appropriate interventions to improve the health of individuals and populations. It will also develop your wider knowledge and skills in communicating health promotion to a wide range of professional, political and community audiences.

Special conditions/prerequisites
You will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.

Module code: HLTH6074
Credits: 20 Level 7
ECTS points: 10
Assessment compulsory

End-of-life care for children and young people with chronic and/or life threatening illness

Who should attend?
This module is suitable for experienced healthcare practitioners working with children, adolescents or young people who have successfully studied at higher education level 6 or above.

Purpose
The aim of the module is to provide you with an opportunity to share and enhance your knowledge, skills and experience of the end-of-life care for children and young people who have a chronic and/or life limiting, or life-threatening illness. It explores the nature of chronic illness in children, adolescents and young people, and the physical and physiological effects on them, their families and carers. In addition, the module critically examines the services available to support their needs with the relevant research, policy and quality guidance.

Special conditions/prerequisites
You must be in engaged in practice with children, adolescents and/or young people with chronic and/or life threatening illness.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.

Module code: HLTH6091
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Epidemiology: concepts, analysis and application

Who should attend?
This module is suitable for professionals interested in developing their public health knowledge and skills.

Purpose
The aim of the module is to provide you with the skills to understand and interpret descriptive and analytical epidemiological study designs and to make independent scientific judgements on epidemiological evidence both domestically and internationally.

Special conditions/prerequisites
You will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise half day teaching over 10 weeks and 215 hours of independent study or equivalent.

Module code: TBC
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

THE MODULE ABOVE IS PROVIDED BY THE UNIVERSITY OF SOUTHAMPTON FACULTY OF MEDICINE.

Please contact +44 (0)23 8079 6586 for details.
Evidence based practice, research and epidemiology for meeting complex needs in sexual health

Who should attend?
Any health professional seeking to develop their practice in sexual health.

Purpose
This module aims to provide theoretical frameworks that will enable you to work confidently with clients who have complex needs. This includes approaches to protect and promote or recover health and wellbeing for an individual/community or group’s sexual health (this includes sexual, reproductive and contraceptive health).

Special conditions/prerequisites
You must have completed the module NQCG3109 Sexual Health Care Practice.

Further information
Number of study days: this module normally has the equivalent of seven taught days and 255 hours of self-directed learning.

Module code: HLTH6045
Credits: 20 Level 7
ECTS points: 15

Available assessed and unassessed

Extending practice in the assessment and management of musculoskeletal spinal pain

Who should attend?
This module will be of value to anyone working in the field of musculoskeletal spinal disorders.

Purpose
This module aims to extend both knowledge and professional skills, and their application, in the assessment and management of individuals presenting with musculoskeletal spinal pain.

Special conditions/prerequisites
This can be taken as an optional module within a number of postgraduate programmes, or as a stand-alone module. You should have successfully completed relevant education at higher education level 6, and have post registration experience of assessing and managing patients with musculoskeletal spinal pain and pathology. A postgraduate certificate, postgraduate diploma, or an MSc in a related field is desirable but not essential.

Further information
Number of study days: the module will be taught over three consecutive days with a further day taking place between two and three weeks later. You will also be expected to undertake 222 hours of independent study.

Module code: HLTH6065
Credits: 20 Level 7
ECTS points: 10

Available assessed and unassessed

Extending practice in upper quadrant musculoskeletal disorders (shoulder and elbow)

Who should attend?
This module will be of value to anyone working in the field of upper quadrant musculoskeletal disorders.

Purpose
This module aims to extend both knowledge and professional skills, and their application, in the assessment and management of individuals presenting with upper quadrant musculoskeletal (shoulder and elbow) pain and pathology.

Special conditions/prerequisites
This can be taken as an optional module within a number of postgraduate programmes, or as a stand-alone module. You should have successfully completed relevant education at higher education level 6, and have post registration experience of assessing and managing patients with musculoskeletal upper quadrant (shoulder and elbow) pain and pathology. A postgraduate certificate, postgraduate diploma, or an MSc in a related field is desirable but not essential.

Further information
Number of study days: the module will be taught over three consecutive days with a further day taking place between two and three weeks later. You will also be expected to undertake 222 hours of independent study.

Module code: HLTH6065
Credits: 20 Level 7
ECTS points: 10

Available assessed and unassessed

Food allergy

Who should attend?
Anyone coming into contact with patients who have food allergies.

Purpose
This module aims to provide a comprehensive introduction and overview to food hypersensitivity. It has particular reference to the underlying immunology, prevention strategies, diagnosis, and management of food hypersensitivity across all age groups.

Special conditions/prerequisites
Depending on your background you might need to complete the module ‘Foundations of allergic disease’, MEDI6045, to undertake an assessed route. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.

Module code: MEDI6042
Credits: 20 Level 7
ECTS points: 10

Available assessed and unassessed

The module above is provided by the University of Southampton Faculty of Medicine. Please contact +44 (0)23 8059 4408 for details.
Foundations in intensive care

Who should attend?
Nurses and clinicians working in intensive care.

Purpose
This module is designed to equip you with the knowledge and skills to assist in delivering high quality, evidence based care to patients in critical care environments. It reflects the broad nature of intensive care practices’ holistic approaches to assessment and the interventions available. The module also includes: enhanced anatomy and physiology; as well as the critical evaluation of ethical issues; and seeks to develop communication skills for use with patients, their families and collaborative healthcare teams.

Special conditions/prerequisites
You must be working in an intensive care area in order to achieve the competency component of the assessment and have a mentor in practice. You will also need to complete a home unit induction programme or provide evidence of equivalent knowledge. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module normally comprises ten taught days and 440 hours of independent study or equivalent.
Module code: HLTH6117
Credits: 40 Level 7
ECTS points: 20
Available assessed and unassessed

Foundations of allergic disease

Who should attend?
Anyone in a healthcare profession seeking to understand allergic disease.

Purpose
This module aims to provide you with an overview of the processes leading to the generation of normal and allergic immune responses. It covers the complex immunological mechanisms of allergic disease, and will also develop your skills in assessment using skin prick testing to outline the most appropriate treatment and management options.

Special conditions/prerequisites
A second-class honours degree, or equivalent undergraduate degree or relevant professional experience.

Further information
Number of study days: this module normally has the equivalent of five taught days and 220 hours of independent study.
Module code: TBC
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Health promotion, motivational interviewing and health behaviour change

Who should attend?
Any healthcare professional with a general interest in promoting public health.

Purpose
This module aims to develop your knowledge and skills in encouraging patients to take more responsibility for their own health. It is aligned to the Department of Health concept of ‘every contact counts’, and provides the opportunity for you to explore your own attitudes and beliefs, as well as those of patients, staff and communities. The objective is to promote better patient engagement with healthcare and enhanced motivation for sustained health behaviour change.

Special conditions/prerequisites
You will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module normally consists of the equivalent of five taught days and 220 hours of independent study.
Module code: HLTH6680
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Health services organisation and evaluation

Who should attend?
Practitioners and service or policy managers working in public health in a variety of settings and organisations.

Purpose
This module is relevant for students from both developed and developing countries. It aims to provide you with the skills to understand how healthcare services are organised and funded and to develop your independent analytical and appraisal skills so that you can make independent scientific judgements about organisations, equity, effectiveness and quality of healthcare services.

Special conditions/prerequisites
You should have experience of epidemiology, medical statistics and qualitative methods in public health. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module normally comprises half day teaching over 5 weeks and 100 hours of independent study or equivalent.
Module code: TBC
Credits: 10 Level 7
ECTS points: 5
Available assessed and unassessed

Healthcare informatics

Who should attend?
Anyone with a responsibility for or leading those working with, patient data or information.

Purpose
This module aims to provide an understanding of health informatics - examining key issues that provide a scaffolding for the field. These include: information theory; the electronic and personal health record; human factors; governance; uses; management; data representation; and interoperability. You will be critically engaged with, and demonstrate the application of, relevant information theory to the design and evaluation of healthcare information systems.

Special conditions/prerequisites
No prior knowledge or experience in informatics, information science, or computer science is necessary or assumed. You will, however, also normally require evidence of successful achievement at higher education level 6.

Continued overleaf.
Independent and supplementary prescribing: part one - applied pharmacology and medicines management

Who should attend?
Healthcare professionals wishing to increase their knowledge of pharmacology, medicines management, and/or prescribing skills.

Purpose
This module aims to enable you to complete your preparation to become an independent and/or supplementary prescriber, and meet the requirements for admission to independent/supplementary prescribing programmes set by the NMC/HCPC. This module, in conjunction with the module ‘Applied pharmacology and medicines management’ comprises the HE level 7 ‘Independent and supplementary prescribing’ programme.

Special conditions/prerequisites
To register as an independent and/or supplementary prescriber you must have successfully completed part one and two of this course. Successful completion of both modules is normally required within one academic year. You will also be required to have supervision from a designated medical practitioner to achieve the practical competencies. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: three taught days (18 hrs) and 15 days (90hrs) focused learning. You will also be required to complete a total of 12 days (72hrs) of practice learning facilitated by your DMP (plus independent study).
Module code: HLTH6108
Credits: 20 Level 7
ECTS points: 10
Assessment compulsory

Injection therapy

Who should attend?
Injection therapy is becoming an increasingly important part of patient management for many practitioners in the allied health professions, especially for those engaged in extended scope practitioner roles. This masters level injection therapy unit is designed for physiotherapists and podiatrists.

Purpose
You will develop your ability to critically appraise current relevant literature, synthesise ideas and argue these rationally in order to apply clear clinical reasoning to the management of the entire injection process. During the work-based component you will gain experience in the use of injections in the treatment of common peripheral intra and extra-articular conditions.

Special conditions/prerequisites
This module is part of MSc Health and Rehabilitation, but can also be taken as a stand-alone module. In addition to entry requirements for the MSc, you will need:
1. At least 2 years clinical experience in a relevant speciality.
2. Written confirmation from a doctor or signatory to the PGD, whichever appropriate, confirming legal access to the necessary drugs for the experiential part of the course.
3. A signed letter of commitment from an appropriate mentor who will supervise and examine injections during the experiential part of the course.
4. Written confirmation that your employer will allow you to use injection therapy in the workplace.
5. Either: (a) a current resuscitation certificate or (b) a signed letter from an appropriate person with advanced basic life support qualifications, stating that you have demonstrated competence in resuscitation.

Importantly, you must be fully aware of the law and your Trust’s practices relating to Patient Group Directions (PGD) and Patient Specific directions (PSD) and to ensure that you will be working correctly within whichever Direction is appropriate for your experiential component.

Further information
Accreditation for the course has been granted by The Chartered Society of Physiotherapy. The course is also endorsed by the British Society for Rheumatology.
Number of study days: This module normally consists of the equivalent of six taught days, 40 hours supervised work-based study and 125 hours of independent study.
Module code: HLTH6106
Credits: 20 Level 7
ECTS points: 10
Assessment compulsory
International and contemporary perspectives of clinical leadership in cancer, palliative and end of life care

Who should attend?
This module is suitable for you if you are an experienced healthcare practitioners and have successfully achieved credits at HE level 6 or above.

Purpose
The aim of the module is to provide you with an opportunity to explore international and contemporary perspectives of clinical leadership in cancer, palliative and end of life care, in order to examine how best to act as a clinical leader in different circumstances. You will be offered opportunities to examine this focus through a variety of global healthcare approaches.

Special conditions/prerequisites
You will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: five
Module code: HLTH6675
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Leading service development

Who should attend?
Any health or social care professional seeking to develop their skills in strategic thinking in relation to leadership and specifically the social and organisational factors that underpin service development with a client experience, outcome and a safety focus.

Purpose
This module enables you to critically examine the social and organisational factors that underpin service development, and to develop strategic thinking skills for developing services in practice. You will look at the impact of change upon service users, patients, carers, staff and organisational systems. Through a service improvement project you will also critically engage with the organisational challenges outlined in the Francis report.

Special conditions/prerequisites
You must have previously completed tuition on the basic principles of leadership, management and change. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module normally comprises four extended taught days, delivered in two blocks or equivalent. In addition, you will undertake 37.5 hours of work based learning and 132.5 hours of independent study.
Module code: HLTH66241
Credits: 30 Level 7
ECTS points: 15
Available assessed and unassessed

Learning and teaching in health and social care practice

Who should attend?
Healthcare professionals from a variety of backgrounds, including: allied health practitioners, psychologists, nurses and international practitioners who wish to develop their knowledge base and facilitation skills.

Purpose
This module provides a strong theoretical baseline that assists participants to realistically apply education principles and become facilitators in diverse practice areas. The intention is to enable international participants and other Healthcare professionals, who are unable to secure supervised teaching experience within the time frame of the module, to engage in the development and critique of what may be minimal past and/or current teaching experience.

Special conditions/prerequisites
For all healthcare professionals, who:
- meet the pre-requisites for masters awards
- meet professional/regulatory body requirements
- have experience of/access to IT, internet/email.
All participants must:
- have access to an experienced Practice Based Supervisor (PBS)
- have assurance from employer/department that will be provided with 30 days protected time to combine study/apply learning directly with learner(s), PBS and multi-disciplinary team.
Practice teacher participants must:
- be working with a SCPHN or SPQ student in area of practice
- must be supervised by Sign-Off Practice Teacher.
AHP (UK) participants must:
- have experience with learners in practice in order to gather evidence to apply for Professional Accreditation through ACE (CSP) APPLE (COT) or PACE(POD).

Further information
Total study time: 250 hours including five taught days.
Module code: HLTH6644
Credits: 20 Level 7
ECTS points: 10
Assessment compulsory

Learning and teaching in health and social care practice (practice teacher)

Who should attend?
Healthcare professionals from a variety of backgrounds, including: allied health practitioners, nurses and midwives who are currently in practice and have responsibility for the practice learning of health and social care practitioners. This module meets the NMC requirement for practice teachers; however, this does not preclude others who are able to meet the practice requirements in the NHS, social services, other agencies, and/or in private practice.

Purpose
This module aims to develop confident reflective practitioners, who are capable of developing and evaluating the effectiveness of their current teaching and learning support in practice. Its intention is to prepare participants to facilitate the learning of students, patients/clients, carers and peers.

Special conditions/prerequisites
For all healthcare professionals, who:
- meet the pre-requisites for masters awards
- meet professional/regulatory body requirements
- have experience of/access to IT, internet/email.
All participants must:
- have access to an experienced Practice Based Supervisor (PBS)
- have assurance from employer/department that will be provided with 30 days protected time to combine study/apply learning directly with learner(s), PBS and multi-disciplinary team.
Practice teacher participants must:
- be working with a SCPHN or SPQ student in area of practice
- must be supervised by Sign-Off Practice Teacher.
AHP (UK) participants must:
- have experience with learners in practice in order to gather evidence to apply for Professional Accreditation through ACE (CSP) APPLE (COT) or PACE(POD).

Further information
Total study time: 375 hours including 5 taught days and protected practice/study time.
Module code: NURS6103
Credits: 30 Level 7
ECTS points: 15
Assessment compulsory
Low intensity CBT interventions for patients with common mental health problems

Who should attend?
Any healthcare professional coming into contact with patients with common mental health problems.

Purpose
The aim of the module is to develop the academic and clinical skills required to offer patients interventions based on cognitive behavioural therapy (CBT) treatments. You will develop an understanding of the specific low intensity CBT interventions to enable treatment of a broad range of clients with common mental health problems, including: depression, anxiety, panic, phobias and obsessive compulsive disorder.

Special conditions/prerequisites
Low Intensity CBT assessment.

Management of acute and primary burn injury

Who should attend?
All healthcare professionals with an interest in burn care.

Purpose
The purpose of this module is to equip healthcare professionals with the knowledge and skills to assess, treat, manage and plan care for patients who have sustained a burn injury, both minor and severe.

Special conditions/prerequisites
Registrant must be a graduate nurse or equivalent.

Management of chronic obstructive pulmonary disease in primary, community and secondary care

Who should attend?
Any healthcare professional working in an environment with patients presenting with respiratory illness or chronic obstructive pulmonary disease (COPD).

Purpose
The aim of this module is to enable healthcare professionals to critically explore current best evidence in relation to COPD, and apply this to a range of complex situations in order to competently assess, plan, deliver and evaluate the specialist care that individuals with COPD require.

Special conditions/prerequisites
You should have a minimum of six months' experience in a cardiac setting or be studying towards a higher education level 6 qualification.

Nutrition in harsh environments

Who should attend?
Healthcare professionals working in nutrition in harsh environments such as droughts, floods or conflict areas.

Purpose
The aim of the module is to develop your understanding of the core and para nutritional considerations so that you can manage nutrition programmes in harsh environments. These may include areas of conflict, emergencies, or extreme climatic conditions and, in particular, the decision making options and defined steps that must be followed to ensure or maximise survival.

Management of coronary heart disease and heart failure in primary and secondary care

Who should attend?
Healthcare professionals involved in the care of people who are at risk of, or who have established coronary heart disease (CHD), and/or heart failure (HF) in a range of different settings.

Purpose
The module will develop your knowledge and skills in the assessment, investigation and clinical management of people with CHD and HF. It will also explore the impact of diagnosis on the patient and their family, along with the planning, implementation and evaluation of a range of health promotion strategies and collaborative working strategies that aim to reduce morbidity and mortality.

Special conditions/prerequisites
You should have a nutrition degree or completed the module: 'Assessment of nutritional status.'
Outcome tools for effective practice

Who should attend?
This module will be of value to anyone with previous or current experience of working in health or social care.

Purpose
This module aims to develop your knowledge and understanding of outcome tools to evaluate your practice and services, enabling you to change or improve your practice, service or clinical management.

Special conditions/prerequisites
This module is part of MSc Health and Rehabilitation but can also be taken as a stand-alone module. In addition to entry requirements for the MSc, you should attend at least 80% of taught sessions. If taking as standalone, you will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module runs one half day a week over seven weeks. 200 hours of study is required for 20 credits at level 7. This module will comprise 20 contact hours and 180 hours of independent study.
Module code: HLTH6060
Credits: 20 Level 7
ECTS Points: 10
Assessment compulsory

Perspectives of mental health care and treatment

Who should attend?
This module is for any professional working in, or linked to, mental health services.

Purpose
This module aims to help you to contextualise contemporary mental health care and treatment within economic, historical, philosophical, political and sociological perspectives in order to gain a greater critical understanding of mental health provision.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study.
Module code: HLTH6039
Credits: 30 Level 7
ECTS Points: 15
Available assessed and unassessed

Principles of coaching: improving workforce performance

Who should attend?
Anyone involved in developing the careers of others.

Purpose
This module aims to introduce you to the core principles of coaching within the workplace. It aims to develop your skills in order to effectively support and develop colleagues.

Special conditions/prerequisites
You will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6105
Credits: 20 Level 7
ECTS Points: 10
Available assessed and unassessed

Policy and service design in cancer, palliative and end of life care

Who should attend?
This module is suitable for you if you are an experienced healthcare practitioner working within a cancer, palliative or end of life care service and have successfully achieved credits at higher education level 6 or above.

Purpose
The aim of the module is to provide you with an opportunity to analyse the interaction between policy, strategic development and services in order to bring about change that benefits patient care.

Further information
Number of study days: this module will normally comprise four extended taught days divided into two blocks or equivalent. In addition, you will be expected to undertake 37.5 hours of work based learning and 132.5 hours of independent study.
Module code: HLTH6039
Credits: 30 Level 7
ECTS Points: 15
Available assessed and unassessed

Principles of high dependency care (adult)

Who should attend?
Any health professional working in a clinical area with high dependency (level 2) patients.

Purpose
As many high dependency patients are now cared for in a variety of clinical areas, rather than more traditional high dependency units, the aim of the module is to enable you to develop your existing knowledge and skills, and to look at the impact on this group. The module will develop your skills in order to effectively assess, plan and manage the care of high dependency patients, and adopt values which can benefit patient experience.

Special conditions/prerequisites
You will need to be working in a clinical area with level 2 patients. Alternatively you must acquire a clinical secondment (minimum one day per week) prior to commencing the module to meet this requirement. You will normally require evidence of successful achievement at higher education level 6.

Continued overleaf.
Principles of history taking and physical assessment

Who should attend?
This module is suitable for experienced healthcare practitioners working in clinical practice, who have successfully achieved credits at HE level 6 or above.

Purpose
This module aims to equip you with a deeper level of knowledge, ability and critical awareness in relation to patient/client history taking and recording, plus the ability to differentiate normal and abnormal findings. This module will enable you to acquire a foundation level of skills and critical awareness in relation to the systematic physical assessment of patients/clients across their lives. Your skills in history taking and physical assessment will be underpinned by a deeper knowledge base in relation to relevant/applied anatomy and physiology.

Special conditions/prerequisites
You must be currently working in, or have recent experience of working in, clinical practice in an environment that requires patient/client physical assessment.

You should also have the opportunity to practise these skills under supervision in a clinical context. The nature of these skills are such that they are quickly lost if they are not practised regularly. Therefore, the module may not be suitable for practitioners who feel they would only use these skills occasionally.

Normally you will be required to practise the skills learned on each other, within the classroom environment. For further guidance please see our website. You will also normally require evidence of successful achievement at higher education level 6.

Psychological and social relationships in health and rehabilitation

Who should attend?
This course is helpful in understanding your patient, and would benefit anyone with an interest in psychosocial issues who is working within health or social care.

Purpose
This module aims to enable you to gain an appreciation and understanding of the psychological and social life of people who are experiencing rehabilitation, in order to improve the effectiveness of practice.

Special conditions/prerequisites
You should have successful achievements at higher education level 6. You must attend at least 80% of taught sessions.

Public health: law and ethics

Who should attend?
Any health professional.

Purpose
This module is relevant in both domestic and international contexts. It aims to:
- provide you with the skills to understand ethical and political arguments, and their relationship with public health policy and practices
- develop your understanding of law and regulation, as well as the application and limitations in the context of public health problems
- develop your ability to frame legal, moral, and political arguments concerning public health, both in theoretical terms and in relation to specific public health policies and practices.

Special conditions/prerequisites
You will require evidence of successful achievement at higher education level 6.

Recognising and prioritising care of the deteriorating child

Who should attend?
Any practitioner involved in caring for children who are at risk of deterioration from acute illness.

This module is aimed at practitioners with at least 12 months' experience (since professional registration), who wish to build upon their knowledge and skills base.

Continued overleaf.
Purpose
The aim of this module is to enable you to develop assessment strategies to recognise the early deterioration indicators in infants, children, and young people, and build upon your understanding of the physiological compensatory mechanisms and strategies for managing deterioration. By applying this knowledge in practice you will be able to critically appraise and apply evidence-based interventions to ensure the safety of infants, children, and young people in your own clinical setting.

Special conditions/prerequisites
You will be expected to have some prior knowledge of the principles of assessing and managing the deteriorating child from clinical practice. This will include a basic understanding of normal and disordered physiology of acute illness in children.

Throughout the module you must be supported by a mentor in practice in order to achieve practice competencies. These relate to recognising, assessing and evaluating the care of a deteriorating child, whilst communicating effectively with the child, family, and inter-professional team. You will also require evidence of successful achievement at higher education level 6.

Further information
Number of study days: five
Module code: HLTH6083
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Relational therapy
Who should attend?
Anyone who has achieved credits at higher education level 6 who is interested in the psychosocial factors of wellbeing and recovery.

Purpose
This module aims to enable you to develop your knowledge and understanding of psychological therapies by focusing on relational therapies, which are different in theory and practice from cognitive behaviour therapies. It will develop your understanding about therapeutic interventions in a psychosocial context by specifically highlighting the historically situated roots of both types of therapy, and by contextualising them in national and international debates about recovery and wellbeing.

Special conditions/prerequisites
You will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: TBC
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Research skills and statistics
Who should attend?
Anyone on our MSc programmes in allergy and public health nutrition, or the postgraduate certificate and postgraduate diploma in public health nutrition. It is also available as a standalone unit.

Purpose
This module aims to provide you with the skills to understand how to apply research methods and statistics to evaluate the body of evidence. You will also develop the skills required to design, undertake, analyse and write sound quantitative research.

Special conditions/prerequisites
Depending on your background you might need to complete the module ‘Foundations of allergic disease’, MED16045, to undertake an assessed route. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: TBC
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Safeguarding and child protection: children and young people - advancing practice
Who should attend?
Any healthcare professional working with children, young people and/or their parents and carers, particularly practitioners working in adult mental health services.

Purpose
The aim of the module is to give you the opportunity to share and enhance your knowledge, skills and experience in safeguarding and promoting the welfare of children and young people. You will explore contemporary policy and legislation relating to safeguarding and child protection, whilst considering key concepts within current practice, plus reflecting upon and exploring practice issues. This module aims to build upon your theoretical background of clinical and legal issues - enhancing understanding, whilst critically examining practice, which is encompassed within UK and international law. This module is very relevant to you if you wish to develop further safeguarding knowledge.

Special conditions/prerequisites
- Evidence (e.g. certificate of attendance) of previously undertaken in-house training and development in safeguarding children (child protection).
- Working knowledge of local safeguarding children board procedures.
You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6084
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Self leadership
Who should attend?
Potential and existing leaders and managers within health and social care.

Purpose
This module will focus directly on personal values, character and integrity. To this end you will identify your personal leadership styles and habits, patterns of communications, as well as biases in decision making and reflective practice. The module aims to emphasise reflective thinking and reflective practice as a means to make you more aware of your own values, and to change patterned, habitual behaviours.

Special conditions/prerequisites
This is the first module on the MSc Leadership and Management pathway but can be taken as a standalone module. You will normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise five taught days and 220 hours of independent study or equivalent.
Module code: HLTH6076
Credits: 20 Level 7
ECTS points: 10
Available assessed and unassessed

Sensory processing and cognition
Who should attend?
This module will be of interest to clinicians working with people who have cognitive impairment.

Purpose
This module will develop your skills and enhance your practice with people who have cognitive impairment, such as: brain injury, stroke, dementia, learning disability or other confusion induced states.

The module will explore how the sensory processing ability of your clients will influence the potential for rehabilitation. It will also assist you in enhancing the sensory potential of conventional therapeutic interventions in order to create a more client centered approach to care.

Continued overleaf.
Specialist practice in cancer, palliative and end-of-life care

Who should attend?
This module is suitable for you if you work with people who require cancer, palliative, or end-of-life care.

Purpose
The module aims to enable you to develop your clinical leadership skills and critical thinking in relation to the care required by people with cancer, palliative and end of life needs. It will address the impact of illness; holistic assessment; the management of distressing symptoms; clinical communication skills; and therapeutic approaches of care delivery and management.

Special conditions/prerequisites
You must also have previously undertaken a module examining the principles of cancer, palliative and end-of-life care, and have successfully achieved credits at HE level 6.

Further information
Number of study days: the module combines classroom based workshop sessions with negotiated work based and self directed learning.

Module code: HLTH6040
Credits: 30 Level 7
ECTS points: 15
Available assessed and unassessed

Statistical and qualitative methods for public health

Who should attend?
Practitioners and service or policy managers working in public health in a variety of settings and organisations.

Purpose
This module aims to provide you with the foundation to understand both the statistical concepts and qualitative methods used in epidemiology and public health that are applicable globally.

Special conditions/prerequisites
Evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise half day teaching over 10 weeks and 215 hours of independent study.

Module code: TBC
Credits: 20 Level 7
ECTS points: 10
Assessment compulsory

THE MODULE ABOVE IS PROVIDED BY THE UNIVERSITY OF SOUTHAMPTON FACULTY OF MEDICINE.
PLEASE CONTACT +44 (0)23 8079 6586 FOR DETAILS.
Using data for the analysis and development of quality in healthcare organisations

Who should attend?
Practitioners and service or policy managers working in, or with an interest in, analysing service quality.

Purpose
The aim of this module is to develop your understanding of quantitative data in the context of healthcare quality in contemporary healthcare organisations. The module is designed to enable you to apply analytical techniques and methods for data analysis with the statistical software environment in order to support your understanding of processes, structures and outcomes of health services. You will develop relevant and meaningful analytical questions in an organisational context, and also develop reports and presentations in a way that is appropriate for your workplace.

Special conditions/prerequisites
We recommend that you have completed the following modules prior to taking this module:
- Self leadership
- Leading others
- Strategic management
This can be taken as a standalone module. You will also normally require evidence of successful achievement at higher education level 6.

Further information
Number of study days: this module will normally comprise six taught days and 214 hours of independent study or equivalent (including 12 hours designated practice related supernumerary time).
Module code: HLTH6102
Credits: 20 Level 7
ECTS Points: 10
Available assessed and unassessed

Work based learning

Who should attend?
This module is suitable for you if you are an experienced health and social care practitioner, who has already successfully achieved credits at HE level 7 and now wishes to gain academic credit for knowledge and skills developed in the workplace.

Purpose
This module gives you the opportunity to demonstrate autonomy and innovation by negotiating a learning contract to critically appraise a topic within your sphere of practice and to critically evaluate your current practice in light of the findings. You will negotiate your contract in conjunction with an academic adviser and your manager in practice. After six months (10 ECTS) or 9 months (20 ECTS) of independent study you will submit an assignment for assessment toward academic credit. There is a choice of assignment type.

Special conditions/prerequisites
The ability and motivation to work independently at higher education level 7 and identify your own learning needs. Due to the independent learning style of the module required you are strongly advised not to study this module as your first masters level module.

Further information
Number of study days:
- Academic support is made available online and by email.
- 240 hours of self-directed learning.
Online support is given and optional face-to-face sessions are available by prior arrangement.
Module code: HLTH6129
Credits: 20 Level 7
ECTS Points: 10
Module code: HLTH6130
Credits: 40 Level 7
ECTS Points: 20
Assessment compulsory

“Our education benefits from close partnership with practice settings and clinical leaders who enjoy joint appointments with us.”

Jessica Corner
Dean of Faculty of Health Sciences
Programme overview

Realise your ambitions with our flexible postgraduate programmes

Where do I start?
All our postgraduate programmes are designed to match the requirements of employers and professional bodies. As a result: a masters degree, research degree, or doctorate from us represents your passport to more senior clinical roles.
We also give you the flexibility you need to work and study at the same time, which means no gap in your CV. You can even choose which elements of which courses you want to study to top up your skills, fitting your individual career path precisely.

Postgraduate Taught
All our postgraduate programmes can be broken down into core, required and optional modules. Core modules must be taken as part of the requirement for the qualification, required modules will be necessary to complete set pathways, and optional modules may be selected to satisfy your individual aims or interests. Details of the modules within each programme can be found at our website.

BSc (Hons) Clinical Practice
BSc (Hons) Public Health Practice: Specialist Community Public Health Nursing
Postgraduate Diploma in Nursing
Pathways:
1. Adult
2. Child
3. Mental health
Post Graduate Diploma in Public Health Practice: Specialist Community Public Health Nursing

MSc Advanced Clinical Practice
Pathways:
1. Standard pathway
2. Advanced Neonatal Nurse Practitioner and Advanced Neonatal Practitioner
3. Advanced Nurse Practitioner and Advanced Practitioner
4. Children and Young People
5. Critical Care
6. Midwifery
7. Specialists Practice Community Nursing (District Nursing or Community Children’s Nursing)*

MSc Clinical Leadership in Cancer, Palliative and End of Life Care
MSc Health and Rehabilitation
MSc Health Sciences
MSc Leadership and Management in Health and Social Care
MSc Physiotherapy
MRes Clinical and Health Research

Postgraduate Research
Currently we run two research doctorate programmes: the MPhil/PhD research doctorate, and the Doctorate in Clinical Practice. As a student on either of these courses, you will represent an integral part of our vibrant and dedicated research community.

Find out more
Entry requirements and further programme information is available on our website:
www.southampton.ac.uk/healthsciences
Tel: +44 (0) 23 8059 5500
E-mail: PGapply.FHS@southampton.ac.uk
Workshops and short courses

Accreditation of prior (experiential) learning (APEL)

APL process
APL is concerned with both learning from previous certificated learning (APCL) and experience (APEL). The majority of clinical practitioners have a wealth of experience. Many have undertaken short courses that have resulted in learning. Claiming academic credit for this learning is a process that not only prevents repetition of learning but also values experience.

APCL
Accreditation of Prior Certificated Learning (APCL) is appropriate if a candidate has been awarded credit at another higher education institution. HE level 5, 6, 7 and 8 credit can be gained using this approach.

APEL
Accreditation of Prior Experiential Learning (APEL) is learning through experience, this is the process whereby knowledge is created through the transformation of experience. There are three types of APEL credit which aim to capture learning from all aspects of a candidate’s experience. These are experienced practitioner, specific and general credit.

To find out more information contact: a.l.tailford@southampton.ac.uk

Connecting with people with dementia - summer school
Our dementia summer school is for anybody who wishes to connect more meaningfully with people with dementia including: health and social care workers; therapists; charity workers; support workers; students; and researchers. Participants will have the option of gaining accreditation through our work based learning module.

Decision making workshop
This workshop will provide you with an opportunity to identify and understanding your own decision styles and surfacing your biases in decision-making. You will also structure problems and design solutions for both organisational problems and social dilemmas.

Do not attempt to resuscitate (DNA CPR) decisions workshop
The decision not to resuscitate is an important to ensure the appropriateness of the care and treatment provided at the end of life. It is often a significant decision for patients and family members, leading to questions about care, treatment, prognosis and concerns about death and dying. As a consequence such decisions are surrounded by the need for sensitive communication and good team working. This workshop is designed for those practitioners supporting the DNA CPR decision making process. Please note that it is not designed as preparation for non-medical signing of DNA CPR orders.

We also offer a range of one day workshops in:
- Engaging people
- Supporting individuals with dementia
- Understanding the person and the conditions
- Values for improving wellbeing.

Find out more
For further details, or the dates of any of our short courses or workshops, please visit our website: www.southampton.ac.uk/healthsciences

Introduction to cognitive behavioural therapy (CBT)
This five-day introduction may be taken assessed or as continuing professional development without undertaking the assessments. It aims to introduce the cognitive model and teach cognitive skills which are useful enhancing everyday practice as well as therapeutic situations. If the assessment assignment is completed and passed, 10 ECTS points will be awarded.

Postgraduate certificate in CBT
The postgraduate certificate in CBT introduces you to the theory and practice of CBT. The course is available at introductory and advanced levels depending on your stage of professional development. The certificate is also available as a theory only course for researchers and others interested in focusing on their theoretical development.

Postgraduate diploma in CBT - BABCP level I accredited
The post graduate diploma is suitable for mental health professionals with an approved professional training, some previous CBT training and at least one year’s experience of supervised CBT practice. Candidates usually hold a good degree in psychology or professional equivalent.

Postgraduate diploma in CBT for anxiety and depression (IAPT) - BABCP level II accredited
The post graduate diploma in CBT for anxiety and depression is a year long programme of training in CBT for mild to moderate anxiety, and mild to severe depression, in line with National IAPT Guidelines. The course is open to High Intensity IAPT trainees and others who wish to develop these specialist skills. Candidates usually hold a good degree in psychology or professional equivalent.

All CBT training is provided by the University of Southampton Faculty of Psychology. Please telephone +44 (0)23 8059 3578 for details.
If you have taken a break from nursing or midwifery and want to return to practice, you will need to meet the Nursing and Midwifery Council’s (NMC) requirements to re-register.

Our return to practice programme has been approved by the NMC and is suitable for you if your PIN is no longer active and you can no longer meet the NMC post-registration, education, and practice (Prep) standards.

For more information about the NMC requirements for re-registration, visit www.nmc-uk.org/Registration/Returning-to-the-register

About the programme
This programme’s chief aim is to increase your confidence, both in your knowledge base and in the acquisition of key skills. It will bring you up-to-date with the modern context of healthcare and will enable you to develop competent, effective and evidence-based care in preparation for your return to a clinical environment.

You have the option to complete the course at higher education level 5 or 6 and once successfully completed you will be able to apply to re-join the NMC register.

As the programme is offered in collaboration with partner NHS trusts and the private voluntary sector, you will also undertake 150 hours (nursing) or 450 hours (midwifery) of clinical practice in a self-sourced placement over the courses 20 week duration (approximately 30 weeks for midwifery). The University of Southampton’s Return to Practice Programme (RTP) is the only programme in the UK to offer a grading in practice, ensuring that on completion your skills will be completely up to date with practitioners qualifying with current nursing and midwifery degrees. Please note that students are recruited onto the RTP programme by the supporting Trust Facilitator who then informs the University of your details.

Who should attend?
Nurses and midwives who do not possess active registration on the NMC professional register and who wish to return to practice. Each applicant’s level of entry will be discussed at time of application.

Entry requirements
This course is open to home and international students.
– Evidence of successful study at higher education level 5 or 6. [we accept students with no previous HE study]
– Commitment to undertake 16 half-day taught study days and 150/450 hours of clinical practice over a 20/30-week period.
– Access to a supervised placement position and written evidence or contract. The Trust Facilitator is responsible for identifying a suitable placement for you.
– Occupational health and Criminal Records Bureau (CRB) [UK] clearance prior to commencing the programme—the Trust facilitator is responsible for arranging the CRB search on your behalf.
– Possession of evidence of an overall IELTS score of 7.0 (minimum score of 6.5 in each of the four sections) where English is not your first language.

Further information
This course is offered to nurses at HE levels 5&6. Midwives undertake the course at HE level 6.

Credits: 20 Level 5/6
ECTS points: 10

If you successfully complete the programme you could transfer the credit obtained toward further academic study; such as masters degrees or other clinical pathways at level 6, 7 & 8. If taking the programme at level 5 you could also achieve credits at HE level 6 via our APEL route.

Find out more
Contact the Return to Practice Programme Lead, Lulu Greaves; lg1@southampton.ac.uk. www.southampton.ac.uk/healthsciences PGapply.FHS@southampton.ac.uk

Return to practice programme
Facilitating assessment and learning in practice settings

If you are an experienced healthcare practitioner who works with and facilitates the learning of others, this programme will prepare you to undertake the role of practice facilitator in your practice setting. The course will give you essential transferable knowledge and skills to enrich or facilitate your status as preceptor, inservice teacher or supervisor of less experienced staff. It will enable you to meet the standards for facilitating learning required by your professional body – plus you also have the option of achieving academic credit.

Option 1 can be a standalone module which results in professional accreditation as a Practice Facilitator (Educator/Mentor). You might want to complete this module without progressing any further, however, there is a natural progression to study option 5 (Practice Teacher) as you gain more experience.

Options 3, 4 and 5 can act as standalone modules and/or be part of any current university Master of Science (MSc) programme, such as MSc in Health and Rehabilitation.

Furthermore, it is possible to use credits achieved in option 5 as a route to access further qualifications via our APEL route. This is useful if you intend to take the Postgraduate Certificate of Academic Practice, (available at the Southampton School of Education) which will effectively support you on the route toward teacher status.

How will you learn?
Each module is taught through five workshops and has protected time allocated for you to work in practice with learners. Module variants (1-3 and 4-5) are taught together with different learning outcomes and expectations for participants.

Who should attend?
Any health and social care practitioner who nurtures and supports the development and learning of others in the workplace.

About the course
This programme provides opportunity for you to study and develop facilitation skills at different academic levels, ranging from non-credit bearing through to higher education level 7.

Module Description | HE Level | ECT Rating
--- | --- | ---
Taught together with different learning outcomes & expectations:
1. Assessment and Learning in Practice (ALP) | N/A non |
2. Assessment and Learning in Practice (ALP) | 6 7.5 |
3. Assessment and Learning in Practice (ALP) | 7 10 |
Taught together with different learning outcomes & expectations:
4. Learning and Teaching in Health and Social Care Practice (LTHSCP) | 7 10 |
5. Learning and Teaching in Health and Social Care Practice (LTHSCP - Practice Teacher) | 7 15 |

To support your learning you will also have opportunity to use a web-based learning system that allows access to information, hand-outs, presentations and other resources.

A blended learning approach is adopted for options 1-3 which allows you take up the learning experience through online based activities, designed to both replicate (and enhance) the taught content and provide you with additional resources for your independent study. Access to, and familiarity with computers and the internet are required in order to participate fully.

Special conditions/prerequisites
You must be a registered health care practitioner with one year or more full-time experience (or equivalent part time) in a practice setting. You must have access to learners and support from an experienced (registered) practice based supervisor.

Further information
Option 4 is designed to enable health care practitioners and/or international participants who are unable to secure supervised practice experience within the time frame of the modules. You will undertake a route designed for those with minimal past/and or current teaching experience.
Applying and funding

You will need funding confirmation before registering as a student undertaking CPD or postgraduate study. Contact our admissions office for information about awards from research councils and other sponsors that may be currently available.

General entry requirements
To apply for postgraduate study you must satisfy our general entry requirements and any specific requirements of your chosen module, programme or short course. As well as academic qualifications and practical experience, we look for evidence of your interest in the course and an understanding of the rigorous demands of postgraduate study.

How to apply

CPD
To apply for a stand-alone module or short course you should first discuss your interest with your manager as employer support may be available. Applications are made using our application form and module payment form, which is available online.

Postgraduate programmes
Applications for research and taught programmes are made using our online application form. Most programmes also have additional application requirements and some have specific application deadlines related to teaching timetables and funding opportunities. These are set out online at www.southampton.ac.uk/pgapply

Admissions policy
1. The University of Southampton will:
   - attract applicants who enjoy the challenge of forward thinking, the excitement of research findings in their programmes and the high standards of learning and teaching we set ourselves
   - foster a diverse learning community in which our students will meet people from different cultures, thereby enhancing their skills of critical reasoning, teamwork and communication, and thus preparing them for successful participation in their chosen careers and roles
2. The University is committed to a system of admissions that ensures fairness, transparency and equal opportunities within the legal framework of the UK and best practice. All reasonable effort will be made to ensure that no prospective or existing student is unreasonably treated less favourably on the grounds of age, race, colour, nationality, ethnic origin, creed, disability, sexual orientation, gender, marital or parental/carer status, political belief or social or economic class, or any other type of discrimination.

Commissioned places
The University makes available commissioned places on specified modules on behalf of NHS trusts and other organisations.

Hampshire and Isle of Wight, Wiltshire and Dorset
If you work in a trust within any of the above areas then you may be able to access pre-paid places. You should contact the relevant person or department to discuss arrangements for financial support.

All application forms for commissioned places must be signed by an authorised signatory from the trust. Should these prepaid places not be available for any reason we will advise you as soon as possible.

Self-funding students
We welcome applications from self-funding students. To apply, a payment form must be completed and returned along with your registration form. This form is available from our website. This form requires that payment be made in one of three ways:
- by cheque for the full amount made payable to University of Southampton
- by online payment via a secure link
- by invoice to your employer or other sponsoring organisation - an official purchase order number must be provided along with the full invoicing address and the name, signature and position of an authorised person.

A place cannot be guaranteed or confirmed until payment has been made.

Invoices cannot be raised for individual students where the student is paying the fees; instead, payment must be made either by cheque or by credit/debit card using the payment form.

Programmes: tuition fees and funding
The University offers help and advice on funding for prospective postgraduate students. You will need to pay annual tuition fees to the University for your programme of study. These vary according to the type of programme you choose. Fees charged for full-time, non-EU international students include the full cost of tuition, examinations, Students’ Union membership and research support expenses, where applicable.

Course sponsorship is available for some masters and doctoral programmes and funding is also available from external funding bodies and scholarship programmes.

Information on bursaries or scholarships to students from certain countries, or those studying certain subjects is available at www.southampton.ac.uk/intscholarships.

We receive high levels of funding from external bodies specifically for postgraduate researchers. We also offer a wide variety of postgraduate scholarships and bursaries across the University for UK/EU and international students. Further information is available from our postgraduate admissions office.

Details of current PhD and EngD studentships are advertised on the University’s job opportunities web page, see www.southampton.ac.uk/jobops

Scholarships
We offer some subject-specific scholarships and bursaries to students. In addition to these, many international organisations offer financial assistance. Eligibility criteria vary depending on the scholarship scheme.

More information can be found on our website.

Cancellation
Cancellations of stand-alone modules must be received in writing by the post-qualifying admissions office at least 15 working days before the commencement date of the module and are not valid until confirmation of receipt is sent by the Faculty. In such cases a refund of 90% of the module fee will be made. There will be no refund for cancellations not received in writing or received less than 15 days before the start of the module.

In the case of pre-purchased NHS places: substitute students may attend at no additional charge, provided that notice and a completed registration form are received by the Learning Beyond Registration admissions office at least ten working days before the start of the module. Substitute students will not be accepted without this notice and registration form, and a pre-purchased place will therefore be deemed to have been used. Students who are unable to attend must in the first instance contact the authorised signatory in their trust or organisation who will then inform the Faculty.

Contact us
Tel: +44 (0)23 8059 5500
Email: healthsciences@southampton.ac.uk
www.southampton.ac.uk/postgraduate/
tuitionfeesandfunding
International postgraduates

The University of Southampton is a truly international institution with a global reputation for excellence in leading-edge research. Students from more than 130 different nations study here and our network of university partnerships spans the globe.

International Office
Staff from our International Office attend educational exhibitions around the world as well as making numerous visits overseas and to colleges in the UK. Face-to-face contact is the best way of getting to know the University, so if you are unable to visit us in Southampton, make sure that you book an appointment to meet us at one of the exhibitions. For full details of locations and timings of our overseas visits, please contact the International Office. We provide advice and information to anyone who is considering applying to Southampton. Our aim is to make the process of joining the University as simple as possible. Visit our website, which has information available in many languages, for an introduction to the University.

Welcoming our international students
Before leaving home and arriving in the UK, there are a number of things you should do to prepare for university life. These include having the right documentation, filling in forms and registering for various services and programmes. Make sure you read our information for international students on our website, or contact the International Office for advice.

International Welcome Programme
We encourage all new international postgraduates to register for our Welcome Programme, specifically designed for international students. This takes place in September each year and includes general events to introduce you to our facilities, subject-specific events to begin your academic induction, and a range of social and cultural activities. The programme offers practical information and presents an opportunity to meet staff and other students.

On certain dates before the beginning of the academic year, we arrange to meet new international students from London Heathrow Airport (Meet and Greet Service). Our representatives will be there to meet you and transport you directly to the University for the Welcome Programme.

Support
We have three specialist academic advisors, whose role is to support our international students with their studies. The Students’ Union Advice Centre also provides cultural and personal support.

Split-site PhD
It is possible to arrange split-site PhDs in some of our academic units. This involves spending a minimum of 12 months in the UK and the remaining time in your home country.

Visas
Before you come to study in the UK, it is essential that you find out about the UK’s immigration procedures and how they will affect you. Our website provides information on student visas, police registration, working in the UK and links to other useful websites. www.southampton.ac.uk/visas

English language requirements
If English is not your first language, you will need to demonstrate that you have reached a satisfactory standard in an approved English language test. For the majority of our courses we require an IELTS level of 6.5 or equivalent, achieved in the past two years. If you need to improve your English language skills, you can apply to our pre-sessional English language courses.

Contact us
International Office
Tel: +44 (0)23 8059 9699
Email: global@southampton.ac.uk
www.southampton.ac.uk/international

“It was the excellent research profile and academic reputation that attracted me to the University of Southampton. Without even considering other choices, I knew this was the right place! As a qualified podiatrist from Brunei I am passionate about improving my clinical knowledge in order to improve patient care outcomes.”

Abdullah Sani Kamis
Mphil/PhD in Health Sciences 2013. Abdullah is working towards generating guidelines on managing the foot health needs of people with rheumatoid arthritis that is both culturally sensitive and suitable for his home country.
Working with healthcare organisations

We are one of the world’s leading entrepreneurial universities, with an impressive track record as an innovating partner to healthcare organisations in both the public and private sector.

Meeting your needs

At Health Sciences we work closely with numerous NHS trusts and other organisations to provide tailor-made and commissioned places on individual modules to meet the CDP needs of your work force.

Our experience in using this partnering approach means that we can work to identify and respond to the exact needs of your organisation – developing your workforce expediently.

Our education provision is underpinned by the values of the NHS Constitution and the NHS Leadership Framework.

As a result, your organisation will be able to provide the highest standard of healthcare – meeting service needs both now and in the future.

Innovative education

We are proud to use some of the most innovative learning techniques available anywhere in the world.

For example, there is our HEAT project, which helps students to explore clinical scenarios, rehearse solutions, and change outcomes for the better.

In addition, there is the Wessex Academic Science Health Network knowledge programme in which we are involved. This focuses on achieving best practice and best value in healthcare through innovation. This project benefits from a process of consultation with over 40 different organisations.

These two examples demonstrate our commitment to using innovation for the benefit of service users, healthcare professionals and organisations.

Healthcare consultancy

We provide consultancy to a range of organisations, both public and private, to create new opportunities for learning and discovery.

We work in partnership with some organisations to help develop their workforce, whilst we work with others on specific research projects. These partnerships provide excellent opportunities for the open exchange of ideas, many of which evolve into innovative solutions for complex problems.

Furthermore, we regularly give advice on healthcare policy to governmental bodies from around the world, who value our expertise.

To discover more about our consultancy activities, simply contact us.

Contact us

Partnerships and Enterprise
Tel: +44 (0)23 8059 7979
Email: healthsciences@southampton.ac.uk
www.southampton.ac.uk/healthsciences

“The excellent facilities available here are what initially drew me to the Faculty. In particular there’s a valuable gait analysis laboratory which enables me to measure movement dynamically and quantifiably.”

Lucy Gates
Arthritis Research UK PhD Fellow 2014
How to get here

**By road**
Southampton M3 – exit M3 at junction 14, following signs for Southampton (A33).
Follow the A33 into Bassett Avenue and follow map/signs to University campuses.

M27 (west or east) – leave M27 at junction 5 (Southampton Airport) and follow map/signs to University campuses.

Winchester M3 – exit M3 at junction 9 or 10.

**By rail**
Fast trains from London and Bournemouth/Weymouth stop at Winchester, Southampton Central and Southampton Airport Parkway. Trains from Portsmouth and Bristol/South Wales stop at Southampton Central. The uni-link U1 bus service runs between Southampton Central and Southampton Airport Parkway via the University.

**By coach**
Southampton coach station is at Western Esplanade, in the city centre. uni-link U1 buses connect the University’s Southampton campuses and the city centre.

**By air**
Southampton Airport is about 20 minutes from the Southampton campuses by bus or taxi. There is a full UK domestic service, as well as flights to mainland Europe and the Channel Islands.

Relevant web links are shown throughout the Continuing professional development prospectus. Please also consult www.southampton.ac.uk/healthsciences online for further details and/or any changes which have appeared since first publication of the prospectus or phone +44 (0)23 8059 5500 for more information.

Disclaimer
The University of Southampton will use all reasonable efforts to deliver advertised programmes and other services and facilities in accordance with the descriptions set out in its prospectuses, student handbooks, welcome guides and website. It will provide students with the tuition, learning support, services and facilities so described with reasonable care and skill.

The University, therefore, reserves the right if it considers it to be necessary to alter the timetable, location, content or method of delivery of events provided such alterations are reasonable.

Financial or other losses
The University will not be held liable for any direct or indirect financial or other losses or damage arising from changes made to the event timetable, location, content or method of delivery of various services and facilities set out herein.

Force majeure
The University will not be held liable for any loss, damage or expense resulting from any delay, variation or failure in the provision of services and facilities set out herein, arising from circumstances beyond the University’s reasonable control, including (but not limited to) war or threat of war, riot, civil strife, terrorist activity, industrial dispute, natural or nuclear disaster, adverse weather conditions, interruption in power supplies or other services for any reason, fire, boycott and telecommunications failure.

In the event that such circumstances beyond the reasonable control of the University arise, it will use all reasonable endeavours to minimise disruption as far as it is practical to do so.

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This information can be made available, on request, in alternative formats such as electronic, large print, Braille or audio tape, and in some cases, other languages. Please call +44 (0)23 8059 7716 to request an alternative format.