

Programme Specification

Title of programme: MSc Diabetes Best Practice 2016-17

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full-time / Part-time
Duration in years	1 Year following standard progression for a full-time student Up to 5 years for a part-time student
Accreditation details	
Final award	Master of Science Postgraduate Diploma Postgraduate Certificate
Name of award	Diabetes Best Practice
Interim Exit awards	Postgraduate Certificate Postgraduate Diploma
FHEQ level of final award	Level 7
UCAS code	n/a
QAA Subject Benchmark or other external reference	FHEQ level 7, Diabetes Best Practice Tariff, International Diabetes Federation, World Health Organisation, Royal College of Paediatrics and Child Health and Royal College of General Practitioners
Programme Lead	Dr Nicola Englyst
Date specification was written	15/01/2015
Date Programme was validated	15/04/2015
Date specification was last updated	15/04/2015

Programme Overview

Brief outline of the programme

The programme covers pathophysiology, epidemiology and aetiology, management of diabetes in adults and separately in the young (ages 0-25 years), psychosocial aspects of diabetes through the ages, nutrition, insulin/medicines management, work-based learning, and research skills. This provides a broad training in a wide range of skills required to understand and manage people with diabetes to help them achieve optimal self-management and psychological well-being. This programme is delivered mainly in the Faculty of Medicine, with some modules proposed to be delivered in the Faculty of Health Sciences.

It is designed to help healthcare professionals including GPs, hospital-based doctors, specialist nurses, practice nurses, dieticians, podiatrists, psychologists and other professionals in many healthcare sectors to gain a greater understanding of the complexities of living with diabetes and how best to support optimal self-management by being able to translate this knowledge into their everyday practice. This postgraduate education programme will provide you with effective education and training in the diagnosis, treatment, psychology and management of diabetes. It will enable you to support adults and young people with diabetes more effectively. Through the knowledge and understanding you will gain with us, you will be able to develop and improve your health care provision, through your ability to cascade education to your colleagues, and adult and paediatric patients and their families. The programme provides opportunities for you to develop and demonstrate scientific understanding, clinical knowledge, professional and educational skills, and critical thinking qualities.

Learning and teaching

To help you develop the required skills you will be exposed to a variety of methods of teaching and learning. Seminars, tutorials, discussions and problem-solving approaches will be used in addition to formal lectures. Each module involves discussion of key issues; practice in applying concepts, including analysis and interpretation of material and feedback on work produced.

Assessment

Your knowledge and understanding will be tested through a combination of formative and summative assessments that may include essays and other written assignments, multiple choice questions, practical work, questions and answers and oral presentations.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality Handbook.

Educational Aims of the Programme

The aims of the programme are to:

- Enhance your educational and professional expertise in all core areas of diabetes, having developed appropriate knowledge, understanding and professional skills to improve your practice.
- Develop your ability to integrate research evidence into all aspects of decision-making and to apply knowledge, analytical and critical thinking skills to make sound judgements about data applicable to the care of people with diabetes.
- Enable you to demonstrate leadership in clinical diabetes and diabetes-related issues
- Evaluate the psychological impact of living with diabetes so that through empathy, the diagnosis, management, self-management and psychological well-being can be improved.
- Develop your approach to solving problems, building on a logical and hierarchical approach that enables you to justify personal and professional decisions through critical evaluation and synthesis of relevant theories, empirical evidence and experience to best optimise professional practice.
- Develop strategies for your continuing professional development and lifelong learning in relevant aspects of diabetes.
- Apply an evidence-based approach to critically evaluate the current literature, and develop the skills needed to successfully complete a dissertation project.

Programme Learning Outcomes

Provide opportunities for you to develop and demonstrate your knowledge and understanding, skills and other attributes in the following areas:

Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

1. Comprehend and explain the complex mechanisms involved in diabetes and its management.
2. Integrate your understanding of the biomedical and psychosocial aspects of diabetes into your approach for diagnosing and treating people with diabetes.
3. Apply your knowledge and understanding to optimize the methods you use for the diagnosis, treatment and management of diabetes including calculating basal and bolus dosing of insulin using insulin to carbohydrate ratios, sick day rules, cognitive development, different learning styles and acquisition of necessary skills for diabetes self-management, psychosocial aspects of diabetes for people with diabetes and their families, adapting to life with a chronic condition, prejudice and stigma associated with diabetes and approaches to the management of maladaptive responses.
4. Demonstrate a comprehensive understanding of research methodologies or methods of enquiry that are appropriate for investigating the processes of diabetes management and supporting self-management.
5. Apply new research findings to improving the management of people with diabetes.
6. Understand how to translate your knowledge of diabetes into improving your professional practice.

Teaching and Learning Methods

To help you develop your knowledge and understanding of diabetes you will be exposed to a variety of methods of teaching and learning.

- The understanding of the processes involved in diabetes including history taking, diagnosis, management of a patient and building diabetes teams, is acquired through lectures, group work, peer teaching, guided e-learning, problem-solving approaches and coursework.
- Skills in diagnostic testing, and use of medical devices appropriate to diabetes are learned through a combination of small group tutorials and practical sessions where you can actively undertake the testing procedures e.g. self-monitoring of blood glucose, insulin pumps and continuous blood glucose monitors.
- Knowledge of the most up-to-date treatments and how to use them in the management of diabetes is acquired through a combination of lectures and attendance at recognised diabetes clinics to observe approved diagnostic and management protocols in action.
- Innovative and relevant materials to aid self-directed learning on the application of acquired knowledge are also provided through guided e-learning materials. Additional support is provided by direct access to tutors.
- Understanding research methods and applying them to the discipline of diabetes is taught through interactive tutorials and group work, observation of research teams, integration of research with established protocols during lectures, by planning a research project (during the taught part of the programme) and through personal supervision and performing a dissertation project (Research or Professional Project).

Assessment methods

Your knowledge and understanding will be tested through a combination of formative and summative assessments that may include essays and other written assignments, multiple choice questions, practical work, questions and answers and oral presentations.

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to demonstrate the following cognitive skills:

1. Reason critically, select and utilise appropriate information sources
2. Develop new ideas using scientific and clinical concepts.
3. Conceptualise and frame complex problems systematically, at times in the absence of complete information or data.
4. Critically appraise, summarise, evaluate and apply scientific and clinical evidence to the development of new ideas.
5. Demonstrate self-direction and originality in tackling and solving problems in the field of diabetes.

Teaching and Learning Methods

To help you develop your subject-specific intellectual and research skills you will be exposed to a variety of methods of teaching and learning. Seminars, tutorials, discussions and problem-solving approaches will be used in addition to formal lectures. Each module involves discussion of key issues; practice in applying concepts, both orally and in writing, including analysis and interpretation of material and feedback on work produced.

Assessment methods

Each of the range of assessment methods employed emphasize the requirement for you to demonstrate your subject specific and research skills through the production of coherent written and oral responses either to problems or set tasks. In common with all students in the Faculty you will produce several written assignments and a dissertation during your studies which will employ each of the listed skills.

Transferable and Generic Skills

Having successfully completed this programme you will be able to demonstrate the following transferable skills:

1. Compose and communicate ideas effectively, both orally and in writing.
2. Construct effective working relationships with peers, experts, patients and their families.
3. Organise and integrate your own learning with existing commitments, and produce work to deadlines.
4. Develop self-directed learning skills that are essential for the taught component of the course which is completed largely at a distance.
5. Find relevant information using information technology.
6. Evaluate the relevance and importance of the emerging ideas and concepts.

7. Propose and justify the decisions you make in complex and unpredictable situations.
8. Solve problems in clinical investigation and related activities.
9. Design studies and analyse data.
10. Display initiative and personal responsibility.

Teaching and Learning Methods

To help you develop your general skills you will be exposed to a range of teaching and learning methods that enhance both written and oral presentation skills, and that give you the opportunity to develop your transferable skills.

Assessment methods

Your general skills will be assessed throughout the programme.

Programme Structure

[This will be used in the 'find a course' entry on the University website for marketing purposes]

Typical course content

The programme can be tailored to best meet your career aspirations, and lets you plan your specific programme route at the start of your studies with us. Our part time course provides flexibility to cater for the needs of a diverse range of students, enabling you to study alongside your other commitments. This modular postgraduate programme is normally suited to 12 months full-time or 2 to 5 years of part-time study, leading to 90 ECTS (European Credit Transfer System) (180 CATS credits) at HE7 level. This award is classified (pass, merit, distinction).

We also accommodate students on our "step on, step off" programme allowing you to start the MSc programme and complete the full MSc, with the option to exit with a Postgraduate Certificate in Diabetes Best Practice, or a Postgraduate Diploma. Students may also register for standalone assessed modules and if successful will be awarded ECTS, or take the modules as non-assessed CPD courses and receive a transcript of attendance where appropriate.

MSc Core modules: Our Core module, the Foundations of Diabetes, gives a comprehensive overview of the mechanisms and management of diabetes. It provides basic science and clinical knowledge along with study skills, providing you with the underpinning for the rest of your postgraduate studies. All MSc students will also receive training in research skills and statistics in preparation for their dissertation in the form of our core module, Clinical Research Skills. The Dissertation is undertaken for the MSc itself and can be traditional research or a Professional Project. The dissertation project runs for the part-time equivalent of 14 weeks full time. This can normally only begin once the Foundations of Diabetes and the Research Skills modules have been successfully completed and after successful completion of the taught component.

Optional modules: In addition we offer a range of optional modules for students to tailor the course to their needs. Our optional modules are: (1) Diabetes in the young; (2) Psychosocial aspects of diabetes through the ages; (3) Assessment of Nutritional Status; (4) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP); (5) Management of diabetes in primary and secondary care (adult module); (6) Work based learning in Diabetes; and (7) Teaching the Teachers to Teach. This allows students to choose modules that suit their own needs, and provides an opportunity to gain important skills for meeting the Diabetes Best Practice Tariff (www.diabetes.org.uk). In addition to the diabetes modules offered on this programme, students are also able to take a module worth up to 10 ECTS from around the University. Options include modules such as Leadership in Health and Social Care NQCG3114, Self-Leadership HLTH6076, Prescribing Skills (variety of modules available), Developing Public Health Practice MEDI6070, and Demographic Change, Ageing and Globalisation GERO6019, and Public Health, Law and Ethics LAWS6127. All of these modules align with current leading bodies who provide ongoing guidance relating to benchmark diabetes care, such as the World Health Organisation, the International Diabetes Federation, the Royal College of Paediatric and Child Health, and the Royal College of General Practitioners.

You will receive copies of teaching material as well as links to useful study materials for all of our taught modules. This will allow you to continue your investigation in your own home and/or work environments when producing your course work. We pride ourselves on having helpful and approachable teaching and support staff and encourage students to contact us whenever support or guidance is needed.

Special Features of the programme

The whole programme is constructed to give an overview of best practice in diabetes care. It provides the options to specialise in areas highlighted as specially lacking in current diabetes care (Psychosocial, Paediatrics,

and Nutrition). It also provides an opportunity to carry out research in the diabetes field, providing unique insights in depth in a topic of your choice.

Programme details

The programme structure is outlined in the table below, illustrating the combinations of core and optional modules required for award of the:

- MSc Diabetes Best Practice (90 ECTS (European Credit Transfer System)) which is classified (pass, merit, distinction)
- Postgraduate Diploma Diabetes Best Practice (60 ECTS) which is also classified.
- Postgraduate Certificate Diabetes Best Practice (30 ECTS)

Note, all modules once selected are core.

Award	Minimum overall credit in ECTS	Core Modules	Optional modules
Postgraduate Certificate Diabetes Best Practice	at least 30	Foundations of diabetes (10 ECTS)	20 ECTS from the following: Diabetes in the young (10 ECTS) Psychosocial aspects of diabetes through the ages (10 ECTS) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP) (10 ECTS) Management of diabetes in primary and secondary care (adult module) (10 ECTS) Work based learning in diabetes (10 ECTS)
Postgraduate Diploma Diabetes Best Practice (Classified)	at least 60	Foundations of diabetes (10 ECTS)	50 ECTS from the following modules: Diabetes in the young (10 ECTS) Psychosocial aspects of diabetes through the ages (10 ECTS) Assessment of Nutritional Status (10 ECTS) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP) (10 ECTS) Management of diabetes in primary and secondary care (adult module) (10 ECTS) Work based learning in Diabetes (10 ECTS) Teaching the Teachers to Teach (10 ECTS) Clinical research skills (10 ECTS) Option of Level 7 module of student's choice with agreement of Programme Leader (10 ECTS)
Master of Science Diabetes Best Practice	at least 90	Foundations of diabetes (10 ECTS) Clinical Research Skills (10 ECTS) Dissertation (30 ECTS)	40 ECTS from the following: Diabetes in the young (10 ECTS) Psychosocial aspects of diabetes through the ages (10 ECTS) Assessment of Nutritional Status (10 ECTS) Modern Management of Diabetes, Nutrition and Pharmacology (MODNAP) (10 ECTS) Management of diabetes in primary and secondary care (adult module) (10 ECTS)

			ECTS) Work based learning in Diabetes (10 ECTS) Teaching the Teachers to Teach (10 ECTS) Option of Level 7 module of student's choice with agreement of Programme Leader (10 ECTS)
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The structure of programmes are as per the University General Regulations found in Section IV of the University Calendar and the programme specifications. The programme may be taken on a full-time basis normally over 12 months or on a part-time basis up to a maximum of 60 months. Our approach to learning is flexible and inclusive, allowing students to choose what they want to study in terms of optional modules, when they want to study in terms of module timing both within a year and spread across a number of years, the workload each year to suit those with other commitments such as work and caring commitments. We are inclusive of students with disabilities, and have experience in providing high quality postgraduate education in the Faculty of Medicine to students with a range of disabilities. We also have a dedicated Senior Senior Tutor for Postgraduate Taught programmes to provide pastoral support, a dedicated Senior Tutor (Disability) in the Faculty of Medicine and good access to student support services at the University of Southampton.

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Standalone Masters Programmes](#) as set out in the University Calendar.

Intermediate exit points

You will be eligible for an interim exit award if you complete part of the programme but not all of it, as follows:

Qualification	Minimum overall credit in ECTS	Minimum ECTS required at level of award
Postgraduate Certificate Diabetes Best Practice	at least 30	30
Postgraduate Diploma Diabetes Best Practice	at least 60	60

Module requirements for these exit awards are described above.

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.

- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- a welcome session for orientation and programme overview.
- student module guides and timetables.
- an introduction to the library and Information Technology (IT).
- extensive library and other learning resources and facilities within the Faculty and University.
- the Programme Leader.
- the Module Leaders who are academic members of staff, who will be responsible for overseeing your progress throughout the module.
- the MSc Diabetes Best Practice Senior Tutor for pastoral needs.
- the International Officer.
- in consultation with the Module Leader you will identify or will be allocated with a local supervisor and / or a University supervisor for your dissertation projects.
- academic staff and administrative staff.
- a personal academic tutor (PAT)
- a student representative

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency

Criteria for admission

Admissions requirements will be as stated in the University's General Regulations, the Programme Specifications and the University Prospectus. The normal requirement for entry to all programmes is a good first degree (first or second class), or equivalent, in a relevant subject of an approved University or institution of higher education.

The University Admissions policy can be found at www.calendar.soton.ac.uk/sectionIV/admissions.html.

Qualification	Grade	Subjects requirements	Specific requirements
Bachelor's degree	2ii (lower second class) minimum	Health or health related field	None

Mature applicants

If you do not have a good first degree (lower second class) you may nonetheless be admitted to a programme. You will be expected to provide evidence that you are able to study at HE7 and satisfy the Programme Leader that you are competent to pursue the course of study proposed. Evidence of the ability to study at HE7 will normally be in the form of (i) a relevant professional qualification at a suitable level, (ii) several years relevant post-qualifying professional experience, at least some of which must be at a responsible level, or (iii) completion of at least three years of an undergraduate medical degree.

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

English Language Proficiency

The course is taught entirely in English. The MSc Diabetes Best Practice programme requires an IELTS score of 7.0 or equivalent (TOEFL offer a computer or internet based assessment). Those for whom English is not their first language are asked to indicate what level of English they have attained.

Other requirements

As part of the application process, candidates are asked to write a personal statement to explain their motivation for wishing to take the course and to indicate their future career plans.

Academic references will also be taken up.

Career Opportunities

The programme would enable you to develop a greater understanding of the complexities of diabetes management and the capability to take on a more specialist role in the management of diabetes both in the community and hospital.

External Examiners(s) for the programme

Name: Dr Anne Philips

Institution: University of York

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook (or other appropriate guide) or online at (give URL).

Version	1.1
Date approved at FPC	29/06/2016

Appendix 1:

Learning outcomes and Assessment Mapping document for MSc Diabetes Best Practice

MSc Diabetes Best Practice	Knowledge and Understanding						Subject Specific Intellectual Skills						Transferable/Key Skills								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Foundations of diabetes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Clinical Research Skills				•			•		•	•	•	•	•			•			•	•	•
Dissertation				•	•	•	•	•	•	•	•	•	•			•	•		•	•	•
Diabetes in the young	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Psychosocial	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Assessment nutritional status	•	•					•	•			•	•			•	•	•	•	•	•	•
Modern management of diabetes, nutrition and pharmacology	•	•	•			•	•		•			•	•	•	•	•	•			•	•
Management of diabetes (adult)	•	•	•			•	•	•			•	•		•	•	•	•	•	•	•	•
Work based learning		•	•		•	•	•	•		•	•	•		•		•	•	•	•	•	•
Teaching the teachers to teach					•	•	•	•					•	•		•					

Module Title and code	Coursework 1	Coursework 2	Coursework 3	Coursework 4
Foundations of diabetes	Individual oral presentation 40%	Individual reflection 10%	Individual assignment 50%	Group presentation 0% formative
Clinical Research Skills	Online examination 30%	Data management, analysis and reporting 30%	Research proposal 40%	
Dissertation	Dissertation proposal 0% formative	Half way report 0% formative	Synopsis 0% formative	Final report 100% Reflection 0%
Diabetes in the	Written	Case report		

young	assignment 60%	40%		
Psychosocial	Written assignment 60%	Case report 40%		
Assessment nutritional status	Written assignment 100%	Competency assessment x3 Pass/fail		
Modern management of diabetes, nutrition and pharmacology	Case study 50%	Case study 50%		
Management of diabetes (adult)	Clinical Audit 70%	Abstract and presentation 30%	MCQ 0% formative	
Work based learning	Task and reflection 50%	Case reports 50%		
Teaching the Teachers to Teach	Individual teaching reflection 30%	Individual conference presentation (70%)		

Programme Learning Outcomes for PG Certificate exit awards

- PG Certificate Diabetes Best Practice

PG Cert Title	Knowledge and Understanding						Subject Specific Intellectual Skills					Transferable/Key Skills									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Diabetes Best Practice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Programme Learning Outcomes for PG Diploma exit awards

PG Diploma	Knowledge and Understanding						Subject Specific Intellectual Skills					Transferable/Key Skills									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Diabetes Best Practice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Appendix 2:

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Approved Calculators		Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved model is Casio FX-570. This may be purchased from any source and no longer needs to carry the University logo
Stationery		You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks		Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
IT	Hardware	Across all campuses and most halls of residence approximately 1700 computer workstations are available. Students may wish to purchase their own desktop/laptop/tablet computer to support their studies. This is entirely optional .
Printing and Photocopying Costs		In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. The University printing costs are currently: A4 - 5p per side (black and white) or 25p per side (colour) A3 - 10p per side (black and white) or 50p per side (colour). Details about printing costs for academic posters can be found here .