Programme Specification

MSc Complex Care in Older People: Academic Year 2017-18

This specification provides a concise summary of the main features of the programme and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full time and part time
Duration in years	One to two years following standard progression for a FT student
	Two to five years following standard progression for a PT student
Accreditation details	N/A
Final award	Master of Science (MSc)
Name of award	Complex Care in Older People
Interim Exit awards	Postgraduate Certificate Complex Care in Older People
	Postgraduate Diploma Complex Care in Older People
FHEQ level of final award	Level 7
UCAS code	N/A
QAA Subject Benchmark or other external reference	QAA Master's Degree Characteristics (2010)
Programme Lead	Ruth Bartlett
Date specification was written	01/11/2014
Date Programme was validated	April 2015
Date specification last updated	April 2017

Programme Overview

Brief outline of the programme

The purpose of this postgraduate programme is to help you develop the knowledge, skills, and self-efficacy to understand and respond appropriately to the complexities involved in upholding the rights and supporting older people from diverse cultural backgrounds with multiple health conditions. Older people – those over age 65 – are the world's fastest-growing age group. According to the WHO, by 2050, the world's population aged 60 years and over is expected to total 2 billion, up from 841 million today. However, although people are living longer they are not necessarily living healthier – nearly a quarter (23%) of the overall global burden of death and illness is in people aged over 60, and much of this burden is due to long-term conditions such as cancer, heart disease, musculoskeletal diseases (such as arthritis and osteoporosis) and mental and neurological conditions such as Alzheimer's disease (WHO, 2014). For example, in the UK, around 65 per cent of hospital admissions are made up of older people, and the number of people aged over 85, the age group most likely to need care, has increased by over 250,000 since 2004/5 (Age UK, 2013). Moreover, as society becomes increasingly diverse, providers need to offer culturally sensitive and competent care to diverse ageing populations. All of which places significant pressures on care services and the professionals working within them to provide effective, high quality culturally competent care. Thus, there is growing recognition that care systems, and the individuals working within them, need to adapt to meet the complex needs and different health beliefs of growing numbers of older people. This unique programme aims to support individuals to develop and respond in this way.

The **MSc Complex Care in Older People** programme has been developed in response to these demographic changes and to fill a gap within the global higher education sector for a postgraduate research-led course that covers the clinical, psychosocial, sociocultural, ethical, and organisational aspects of supporting older people from culturally diverse backgrounds with multiple health conditions, in the context of complexity science – a theory which argues that our actions are interconnected, and not always predictable or knowable – and with practical solutions in mind. The programme is research led and informed by global policy mandates and strategic plans related to radically improving care services for older people with complex needs, notably those produced by the European Commission and World Health Organisation concerned with active ageing, providing high quality integrated care services, supporting older people with long-term conditions, and the effective use of technology

based services for older people living at home (Carretero, 2015, WHO, 2012). As such, the programme will be relevant and suitable for you, wherever you live and work in the world.

Learning and teaching

The programme is research-led and based on the pedagogy of active adult learning in a globally interconnected society. In the modules designed for this programme, you will learn about complex care in older people through a blend of innovative and interactive approaches to teaching including (1) web based case-studies developed and delivered in collaboration with a range of experts and concerning older people from culturally diverse backgrounds, (2) study blocks involving key note lectures, seminars, small group work, and webinars, and (3) peer-mentoring, which entails linking up with another other student on the course who is from a different country and/or care setting than your own. More information about each of these methods is given below

(1) You will be presented with a series of case studies based on a real or realistic situation that reflects the complexity of supporting older people from culturally diverse backgrounds in health and/or social care settings. Each case will reflect a particular concept or topic related to this main theme, including for example, the effects of ageing on bodily systems; the role of family carers, using digital technologies to support independent living, meeting nutritional needs, assessing capacity, and balancing rights with risks. You will be asked to think critically about each case and work independently through a series of carefully designed questions to investigate the situation further, to develop your capacity to manage and respond effectively to the complexities involved. Each case will comprise of a range of learning materials such as links to policy documents and research papers, newspaper articles, spoken dialogue and visual files, which you will be asked to review and use to create an effective response to the case. The case studies will be web-based on Blackboard and we will utilise the full functionality of this managed learning environment, such as adaptive release, self and peer assessment features, and course blogs to ensure you have a rich and global learning experience. Full instructions on how to use Blackboard will be provided during induction and a wide range of training materials is available online from this link Blackboard Resources for Students .

(2) You will be expected to attend two-day study blocks at the University of Southampton to deepen your learning about complex care in older people through dialogue with others and by engaging with research-led teaching. Each study block will involve a mix of: key note lectures by Principal Investigators of research studies; guest lectures by service users, clinicians, social care staff, and policy influencers; small group work; and webinars with care professionals and scholars based overseas. You will be asked to bring some of the web-based case study work you have completed independently to each study block, and each study block will build upon work done in previous study blocks. The speakers and content of each study block will vary depending on the module and learning needs of your cohort.

(3) During induction week you will be asked to link up with another student on the course who is from a different country and/or care setting than your own. We call this peer-mentoring and research suggests it can help with the transition to academic life. It also creates an opportunity for you to learn about complex care in older people by spending time with a peer - another student - who comes from a different background and/or care setting than your own. You will be expected to undertake some learning and assessment activities with your peer mentor for the web-based case studies and during the study blocks. You will be able to review the arrangement with your personal tutor at the end of each semester.

Assessment

The underlying educational principle that underpins assessment on this programme is that the process will empower and engage students by actively engaging them in beneficial and constructive learning activities, which encourage reflection, and the development of key transferable skills, including problem-solving, decision making, team working, and presenting complex ideas to different audiences. A range of assessment will be used to measure outcomes of learning (such as the presentation of a case, coursework, and peer review) to create a learning experience that we hope you find relevant and enjoyable.

In the modules designed for this programme, the form of summative assessment will be in two parts - see module profiles for more details of these forms of assessment. With each module, there will be some flexibility as to the topic you focus on, and the audience you present your work to. For example, you might choose to research and present a business case to make a change in service delivery for the benefit of a group of older people with complex needs, or a clinical case to change an individual's treatment plan. In terms of audience, normally you will be expected to present your case to other students on the course. However it may be possible to arrange to be assessed presenting your case to colleagues in your workplace. The precise arrangements will be sorted out in negotiation with the Module Leader.

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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 help you develop the knowledge, skills, and self-efficacy required to assess and meet the needs, whilst respecting the dignity and rights of older people with complex care needs, by enabling you to:

(1) effectively discuss and manage the ambiguities related to providing support, and provide creative and effective care options and solutions when the evidence base is unclear or contradictory;
(2) proactively balance the rights engaged in positive risk taking with clients, families, and other professionals;
(3) critically explore clinical and professional decisions related to care based on diverse sources of evidence, including policy trends globally and nationally, patients' narratives, empirical research, local guidance and concordant;
(4) co-ordinate, lead, and manage an integrated approach to care within complex systems;
(5) critically reflect on your personal values/belief systems and the emotional aspects of caring;
(6) review and critically appraise the literature relating to the physiology, pathology, and epidemiology of ageing and how it creates complexity of need;
(7) Identify and utilise enabling language and challenge ageist and cultural stereotypes;
(8) advocate for a strength-based approaches i.e. focusing on person's abilities (rather than deficits);
(9) critically analyse theories and approaches to empowerment and self-management in relation to older people with complex care needs, to self-manage, take control of their health and well-being, and participate in decisions that affect them, such as advanced care planning.
(10) inspire and lead others on initiatives that evolve care systems, and promote the independence and quality of life of older people, and family carers, from culturally diverse backgrounds;
(11) apply problem-solving strategies within and across teams, agencies, and different care systems, including families;
(12) explore and debate the role of technology-based solutions, social media, and other modern forms of communication in respect of supporting older people with complex needs.

Programme Learning Outcomes

Knowledge and Understanding

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

A1   the theoretical perspectives, concepts, and ideological perspectives relevant to complex care in older people;
A2   the epidemiological, pathophysiological, and sociocultural principles and measures relevant to assessing and addressing frailty and health and social care needs of older people from cultural diverse backgrounds;
A3   systematically searching for and critically analysing the evidence-based in relation to providing high quality care and services, including research, to older people from cultural diverse backgrounds with complex needs;
A4   ethical, moral and legal issues in relation to care for older people to inform sound judgements and excellent practice in a range of clinical, service development, and research situations;
A5   the changing and diverse nature of health and social care service provision including structure, political, and policy drivers.
A6   the social factors impacting on health and well-being and policy interventions for addressing these

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to:

B1   demonstrate a critical awareness of key issues and developments in the field of active aging and complex care, including those related to the effective use of technology-based services
B2   study independently a range of topics related to complex systems of care and older people
B3   use a range of techniques and research methods to advance scholarship in the area of complex care in older people
B4   adopt a creative and evidenced-based approach to problem resolution and development of new care solutions
B5   make critical judgements supported by an ability to use policy and other data effectively and critically

Transferable and Generic Skills

Having successfully completed this programme you will be able to:

C1   analyse and present complex situations to different audiences
C2   make informed decisions in challenging situations based on a synthesis of the best available evidence
C3   engage in creative and innovative problem-solving by applying theoretical concepts to practical situations
C4   utilise and critically apply information management/technologies to support learning, evidenced based practice and research activities
C5   locate and present complex information in a systematic way using a variety of media
C6   critically evaluate own academic, clinical and professional performance through reflective practice.

Graduate Attributes

Graduate Attributes are the personal qualities, skills and understanding you can develop during your studies. They include but extend beyond your knowledge of an academic discipline and its technical proficiencies. Graduate Attributes are important because they equip you for the challenge of contributing to your chosen profession and may enable you to take a leading role in shaping the society in which you live.
This programme offers you the opportunity to further develop these attributes through your successful engagement with the learning and teaching of your programme and your active participation in University life. The skills, knowledge and personal qualities that underpin the Graduate Attributes are supported by your discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences you will experience.

The course will build upon the following Graduate Attributes:

Global Citizenship
Global Citizens recognise the value of meaningful contribution to an interconnected global society and aspire to realise an individual's human rights with tolerance and respect.

Ethical Leadership
Ethical Leaders understand the value of leading and contributing responsibly to the benefit of their chosen professions, as well as local, national and international communities.

Research and Inquiry
Research and Inquiry underpin the formulation of well-informed new ideas and a creative approach to problem resolution and entrepreneurial behaviours

Academic
Academic attributes are the tools that sustain an independent capacity to critically understand a discipline and apply knowledge

Communication Skills
Communication Skills encompass an individual's ability to demonstrate knowledge, and to express ideas with confidence and clarity to a variety of audiences

Reflective Learner
The Reflective Learner is capable of the independent reflection necessary to develop their learning and continuously meet the challenge of pursuing excellence

Programme Structure

The MSc Complex Care in Older People consists of up to 4 semesters, spread over eighteen months. A total of 90 ECTs credits will be accumulated over the programme, which may take a minimum of twelve and maximum of eighteen months to complete on a full time-basis. The programme can be studied on a part-time basis and be completed within two to five years. The programme consists of four compulsory modules, one or two modules from a portfolio of additional modules, and a final compulsory dissertation, altogether 90 ECTs.

The award permits you to register for individual 10, 20 or 30 ECTS (European Credit Transfer Scheme) modules of study at HEI (Higher Education Institution) Level 7 (Masters level). Up to 20 ECTS may be studied 'stand-alone' prior to programme enrolment.

For the award of **Master of Science Complex Care in Older People** (90 ECTS) you must complete:

- HLTH6056 Social Policy for Health and Well Being (10 ECTs)
- HLTH6162 Fundamentals of Complex Care in Older People(10 ECTs)
- HLTH6163 Advanced Complex Care in Older People(10 ECTs)
- HLTH6177 Designing and Conducting Clinical Research (10 ECTs)
- Additional module(s) (totalling 20 ECTs)
- HLTH6059 Dissertation (30 ECTs)

For the 30 ECTS dissertation module, you will normally be expected to undertake an empirical study, which wherever possible and if appropriate, is linked to an active and relevant research project based in the Faculty of Health Sciences. Ninety-four per cent of health sciences research has been rated internationally excellent or world leading in the Research Excellence Framework 2014. You will therefore gain first-hand experience of the research process from world class researchers working on cutting edge projects. Further details about the projects available will be given during induction week, and you will be expected to choose your project within twelve weeks of commencing the programme. To discover more about our health sciences research, follow this link research in the Faculty of Health Sciences.

The dissertation commences before completion of all the taught modules.

HLTH6177 Designing and Conducting Clinical Research will prepare you for the HLTH6059 dissertation module, as you will learn about research techniques and be expected to present and write a literature review in preparedness for the research proposal and (empirical) project you will need to do for your dissertation.

You may choose to register for and/or exit with the award of **Post Graduate Certificate in Complex Care in Older People** or **Post Graduate Diploma Complex Care in Older People** following the criteria indicated below.
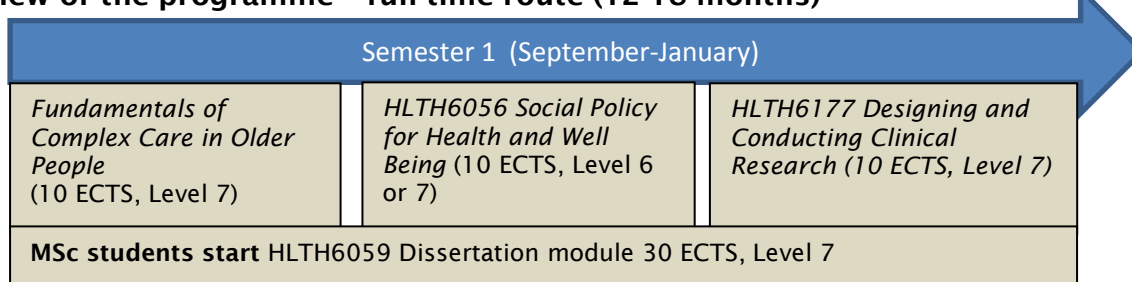
For the exit award of **Post Graduate Certificate in Complex Care in Older People** (30 ECTS) you must complete:
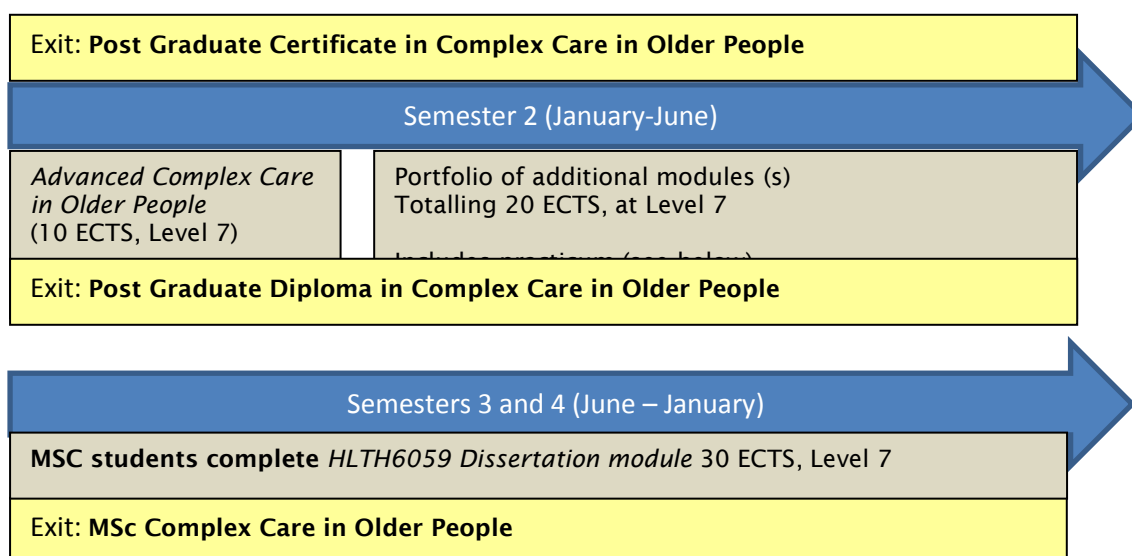
- NEW Fundamentals of Complex Care in Older People (10 ECTS)
- HLTH6056 Social Policy for Health and Well Being (10 ECTS)
- HLTH6159 Designing, Implementing & Communicating Research (10 ECTS)

For the award or exit award of **Post Graduate Diploma Complex Care in Older People** 60 ECTS) you must complete:

- HLTH6056 Social Policy for Health and Well Being (10 ECTS)
- NEW Fundamentals of Complex Care in Older People(10 ECTS)
- NEW Advanced Complex Care in Older People(10 ECTS)
- Additional module(s) (totalling 20 ECTS) from a selected menu (see below)

Overview of the programme – full-time route (12-18 months)

Semester 1 (September-January)		
Fundamentals of Complex Care in Older People (10 ECTS, Level 7)	HLTH6056 Social Policy for Health and Well Being (10 ECTS, Level 6 or 7)	HLTH6177 Designing and Conducting Clinical Research (10 ECTS, Level 7)
MSc students start HLTH6059 Dissertation module 30 ECTS, Level 7		

Exit: **Post Graduate Certificate in Complex Care in Older People**

Semester 2 (January-June)

Advanced Complex Care in Older People (10 ECTS, Level 7)	Portfolio of additional modules (s) Totalling 20 ECTS, at Level 7 ~~Includes practicum (see below)~~

Exit: **Post Graduate Diploma in Complex Care in Older People**

Semesters 3 and 4 (June – January)

MSC students complete *HLTH6059 Dissertation module* 30 ECTS, Level 7

Exit: **MSc Complex Care in Older People**

We know that the transition to academic life and studying at Master's level can be both challenging and rewarding and so the programme has been structured to make the transition easier and to allow you to personalise your learning. For this reason, the first module can be taken at level 6 or 7 and if you do not have a first degree we would expect you to complete this module at level 6. Also, you may select modules from a portfolio of additional modules provided by the Faculty's (or wider University's) taught provision, which are relevant to your area of interest/practice, career aspirations, and programme outcomes.

Portfolio of modules (must total 20 ECTs). The following additional modules have been selected to complement learning on the **Master of Science Complex Care in Older People** programme, all of which are FHEQ L7, 10 ECTs unless otherwise indicated:

HLTH6054   Collaborative Working for Community Capacity
HLTH6104   Healthcare informatics
HLTH8009   Leading Innovative Services for Quality Improvement – Health Outcomes/Experience (20 ECTS)
NEW   Major trauma in the Older Patient (subject to validation)
HLTH6092   Management of Adult Diabetes in Primary and Secondary Care
NEW   Nutrition Care for Older People with Complex Care Needs
HLTH6132   Open Learning
HLTH6096   Perspectives of Mental Health Care and Treatment
HLTH6099   Sensory Processing and Cognition
NEW   Supporting People with Dementia and Their Families
HLTH6130   Work Based Learning (10 ECTS) | HLTH6129 Work Based Learning (20ECTS)

You must have submitted the assessments for all other modules in the programme prior to submitting the dissertation.

Practicum

As a student registered on the MSc Complex Care in Older People you will have the opportunity to select a 4 week practicum from a range of options in different settings. During the 4-week practicum you will have the opportunity to:

(1) Apply theories and ideas related to complexity science to a real care setting with real older people/clients

(2) Experience and observe the complexities of supporting older people within the context of UK health and social care systems and policies.

(3) Ask questions of staff about how the service works

(4) Work independently on your assignment

To do a practicum, you must select HLTH6133 Open Learning module as your additional module in Semester two.

Special Features of the programme

There are no special features in this programme.

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 are included in Appendix 2.

Progression Requirements

The programme follows the University's regulations for *Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes* as set out in the University Calendar [http://www.calendar.soton.ac.uk/sectionIV/progression-regs.html]

Intermediate exit points (where available)

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 credits	Minimum ECTS credits required at level of award
Postgraduate Diploma	at least 60	45
Postgraduate Certificate	at least 30	20

Support for student learning

Personal tutoring is fundamental to the University's student support and advice network. At the start of the course, you will be allocated a Personal Academic Tutor. He or she will provide advice and support in matters related to your academic work and progress, including option choices, and can give you information regarding academic progress and assessment procedures.

There are a range of other 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 assistive technology facilities) if you have a disability, long term health condition and/or specific learning difficulty (e.g. dyslexia).
- 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 support services via a triage model to access mental health support, crisis management and counselling
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.
- Support for students in Halls (18.00 – 08.00)
- Childcare, health services and chaplaincy

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.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality and development 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

In this way, you will.

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

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

University Commitment

The University will at all times seek to operate admissions regulations that are fair and are in accordance with the law of the United Kingdom, and the University's Charter, Statutes, Ordinances and Regulations.

This includes specific compliance with legislation relating to discrimination (e.g. Equality Act 2010) and the University's Equal Opportunities Policy Statement. This includes a commitment that the University will:

- actively assist groups that experience disadvantage in education and employment to benefit from belonging to the University

- actively seek to widen participation to enable students that do not traditionally participate in Higher Education to do so;

- ensure that admission procedures select students fairly and appropriately according to their academic ability and that the procedure is monitored and regularly reviewed.

We will offer a place to any applicant who can show evidence of ability and background adequate to undertake the course. In accordance with the University's Equal Opportunities Policy, the programme is open to anyone regardless of age, class, creed, disability, ethnic origin, gender, marital status, nationality, sexual orientation or caring responsibilities.

Entry requirements

To be admitted onto the programme you would normally be expected to:

1. have a good honours degree (normally 2.2. or above) in a relevant subject OR relevant work experience and evidence of being able to study at masters level, for example completion of a level 7 (masters) module.
2. be in contact with older people with complex care needs; this might be in a statutory or voluntary role
3. provide at least one satisfactory reference (on some occasions a second reference will be required)

Recognition of Prior Learning (RPL)
Standard university exemptions apply (30ECTs)

International applications

In addition to the above, international and EU students whose first language is not English are required to demonstrate that they have sufficient knowledge of the English Language to be able to benefit from and participate in all academic activities at the University of Southampton. They are required to have

1. reached a satisfactory standard* in an approved test in English OR
2. to have obtained a first degree from a UK university that has been taught and assessed in English OR
3. to have been instructed and assessed in English and come from a country which appears on the list of those exempt from testing.

*More detail regarding the required satisfactory standard, which is reviewed regularly, should be confirmed with the Faculty of Health Sciences Admissions team at PGapply.FHS@soton.ac.uk. Further information can be found at www.southampton.ac.uk/international/entry_reqs/english_language.shtml.

Equal opportunities
We will offer a place to any applicant who can show evidence of academic ability and background adequate to undertake the course. In accordance with the University's Equal Opportunities Policy, the programme is open to anyone regardless of age, class, creed, disability, ethnic origin, gender, marital status, nationality, sexual orientation or caring responsibilities.

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Bachelor's degree	2.2 Hons or higher	A relevant subject from a clinical/health or science background	Applicants should be in contact with older people with complex care needs, in either a statutory or voluntary role.

Mature applicants
The University of Southampton admits students on individual merit and does not discriminate on the grounds of age. The University encourages applications from mature students and is keen to support students through the application process and the transition to studying at University.

Applicants must provide evidence of recent formal study. Successful applicants must satisfy the Programme Leader that they are competent to pursue the programme. The right to refuse permission shall be reserved to the Programme Leader.

Recognition of Prior Learning (RPL)
The University has a **Recognition of Prior Learning Policy**. Applications for recognition of prior learning will be considered on a case by case basis.

English Language Proficiency

Overall	Reading	Writing	Speaking	Listening
6.5	6.0	6.0	6.0	6.0

Career Opportunities

The programme is designed to enhance your career prospects in respect of older adults with complex care needs. Completion of the programme will develop your specialist expertise, leadership capacity, and ability to influence policy, whether you currently have operational and/or strategic responsibilities related to older peoples' services or aspire to undertake a career in this area of practice or postgraduate research.

External Examiners(s) for the programme

Name To be appointed
Institution. To be appointed

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).

Appendix 1:

Learning outcomes and Assessment Mapping document template

Module Code	Module Title	Knowledge and Understanding						Subject Specific Intellectual Skills						Transferable/Key Skills					
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5		C1	C2	C3	C4	C5	C6
HLTH 6056	Social Policy for Health and Well Being	x				x	x								x				
NEW	Fundamentals of Complex Care in Older People	x	x	x	X			x	X	x				x	x	x	x		x
NEW	Advanced Complex Care in Older People	x	x	x	x			x	x	x	x	x		x	x	x	x		x
HLTH 6159	Designing, Implementing & Communicating Research			x	x					x					x	x		x	
HLTH 6059	Dissertation module			x	x			x			x	x		x	x			x	x

Module Code	Module Title	Coursework 1	Coursework 2	Coursework 3
HLTH6056	Social Policy for Health and Well Being	3500 word essay/policy analysis: you are asked to select a piece of relevant global policy and analyse through critical application of some of the frameworks explored in the module (100%).		
NEW	Fundamentals of Complex Care in Older People	Oral Presentation (30%)	Written summary (70%)	
NEW	Advanced Complex Care in Older People	Oral Presentation (30%)	Written summary (70%)	
HLTH6159	Designing, Implementing & Communicating Research	3500 word literature review: you will identify a topic relevant to clinical or health care research and carry out a literature search on this topic. You will produce a literature review which critiques current evidence in your chosen area and use this to develop and justify a research question/questions (100%).		
HLTH6059	Dissertation module	3500 research proposal. Course requirement to pass this assessment.	Research paper (90%)	1000 word Reflective report (10%)

Appendix 2 (MSc Complex Care in Older People):

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
Stationery	N/A	You will be expected to provide your own day-to-day stationary 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	N/A	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	Computer Discs Software Licenses Hardware	Use of IT equipment is essential within this course. All students will have access to University based computer suites but most students will prefer to have access to their own computer (laptop or desktop). Access to a suitable wordprocessing package (e.g. Microsoft word), teaching materials package (e.g. Powerpoint) and spreadsheet package (e.g. Excel) will be required. If University computers are used these will be available on the University machines, but students will require memory sticks for saving downloaded materials and storage backup.
Printing and Photocopying Costs	N/A	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. A list of the University printing costs can be found here: The Print Centre
Fieldwork: logistical costs	Accommodation: Insurance Travel costs Immunisation/vaccination costs Other:	Some modules may include fieldwork and involve data collection and transcription. You will normally be expected to cover any costs associated with fieldwork unless it can be covered by an existing grant fund, in which case this would be made clear at the time the fieldwork is agreed.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Placements (including Study Abroad Programmes)	Accommodation	In most cases students who opt to undertake a practical components within the course will be responsible for the cost of travel to and from the placement and in some cases accommodation near the placement setting. Such placements would require indemnity insurance, vaccinations and DBS clearance - the cost of this may be covered within course fees, or may be passed on to the student. Which is the case will be made clear to students/sponsors at the time such placements are agreed - well before programme commencement.
	Insurance	
	Medical Insurance	
	Travel costs	
	Immunisation/vaccination costs	
	Disclosure and Barring Certificates or Clearance	
	Translation of birth certificates	
	Other	
Conference expenses	Accommodation	Optional Conference attendance. If you decide to attend conferences then you will normally be expected to cover the cost of registration, accommodation, and travel.
	Travel	
Optional Visits (e.g. museums, galleries)	N/A	Some modules may include optional visits to practice settings, field sites, local organisations, or art venues. You will normally be expected to cover the cost of travel and admission, unless otherwise specified in the module profile.
Parking Costs	N/A	Students will be expected to meet their own parking costs for attendance at University. These costs will vary depending on the location of the teaching session - current University Main Campus visiting car parking costs are £1.10 per hour. Limited free parking may be available in nearby streets but is at the students own risk.

Revision History
1. Minor revisions (including title) 10 July 2007 (SCK
2. New Brand added July 2008
3. Updated to reflect University restructuring June 2011 AB.
4. Revisions approved by Senate 19 June 2013 as part of new programme validation process
5. Minor changes made to form guidance on completion of Intended Learning Outcomes, and Learning outcomes and Assessment Mapping document template, for clarity; and changes to wording of support for student learning section, altering to second person throughout – agreed with the Chair and to be reported to UPC October 2013