

## Programme Specification

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### MSc Leadership and Management in Health and Social Care: Academic year 2017-18

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 and part time
Duration in years	One year 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
Name of award	Leadership and Management in Health and Social Care
Interim Exit awards	Postgraduate Diploma and Postgraduate Certificate in Leadership and Management in Health and Social Care
UCAS code	n/a
FHEQ level of final award	7
QAA Subject Benchmark or other external reference	QAA Masters Degree Characteristics
Programme Leader	Dr Richard Giordano
Date specification was written	26 September 2012 rev. 1 February 2013
Date Programme was validated	February 2013
Date specification last updated	April 2017

### Programme Overview

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Many health practitioners and policy analysts are consumed with the challenges to current levels and quality of health and social care owing to (i) an aging population with multiple, complex health and social care needs, (ii) ongoing and painful budget constraints, and (iii) a manifest need to integrate social care and health care, particularly for the aged and most vulnerable. These three aspects alone call for managers and leaders who motivate others to the highest standards of care for the frail, elderly, and others who cannot advocate for themselves; use scarce resources efficiently to increase outcomes and safety; who can develop integrated governance, management and leadership frameworks across organizational and functional boundaries; and who can engender a stakeholder view of quality and safety through distributing leadership and authority at all levels of an extended organization.

These three challenges are by no means limited to the United Kingdom. There are high levels of citizen dissatisfaction with the level and quality of health care in at least ten countries, most of which are economically developed. The World Health Organization found that many countries are falling far short of their potential, and most are making inadequate efforts in terms of responsiveness to the sick and vulnerable. There are serious shortcomings in the performance of one or more functions—leadership, use of resources, accountability, choice of intervention, decision rights, to name but a few—in virtually all countries. These failings result in very large numbers of preventable deaths and disabilities; in

unnecessary suffering; in injustice, inequality and denial of basic rights of individuals, particularly children, women, and those with mental health conditions. The impact is most severe on the poor.

While many inputs could address this situation—increased levels of funding, government commitment to improvement, etc.—one that concerns us is ***excellent and comprehensive leadership development of health and social care practitioners because stable and skilled leadership is shown to be key to high-performing organisations of all types throughout the world.***

The MSc in Leadership and Management in Health and Social Care at the University of Southampton is intended to build visionary leaders who can affect the quality of care in health and social care settings, both in England and throughout the world.

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 three general aims of the programme are to build graduates with expertise and skills in (i) self leadership, (ii) leading others, and (iii) leading the organization. Specifically,

- To develop individual leadership and an understanding of yourself that is focused on values, character, integrity, and creativity;
- To build leadership competencies to lead groups and teams to the highest standards of excellence;
- To engender managerial skills and organizational know-how that inform tactics and strategy.

These aims sit within a framework of seven core health and social care professional values that inform our teaching.

- **Health and Well-being:** We care for the healthy. We support and encourage individuals to maintain and improve health, engage in meaningful activities with others, and to remain competent, independent, and resilient.
- **Care:** We care—provide what is necessary—for the sick, the frail, the vulnerable, and those who find it difficult or who cannot care for themselves. We promote relief from physical and mental suffering, and improve the quality of life.
- **Dignity:** We do not deal with cases or diseases; we encounter human beings who have an innate right to respect.
- **Excellence:** President John F. Kennedy defined happiness as “the full use of your powers along the lines of excellence”. We surpass ordinary standards to promote health and well-being, care, relief and dignity.
- **Ethics:** We understand right and wrong behaviour, what is best for the patient or client, and principled methods of making trade offs.
- **Value:** We take actions that increase quality, reduce inequities and variations in outcomes, and eliminate waste of human and material resources.
- **Knowledge:** We promote decisions and actions based on personal reflection, knowledge, data, and evidence.

## Programme Learning Outcomes

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### Knowledge and Understanding

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Having successfully completed this programme you will be able to demonstrate knowledge and understanding of **Core Organisation Know How** and **Core Relational Skills**. (Please see Appendix 1 for *Mapping of Core Relational Skills and Organizational Know-How to Modules Template*.)

#### Organisational Know How

- **Systems thinking.** Understanding how parts of the organization interact and behave, and the relationships between the organization and its external environment.
- **Managing risk.** Identifying, assessment, and prioritizing risk, and coordinating resources to minimize, monitor, and control it.
- **Formulating strategy.** Setting long-term goals, identifying options, appraising options and implementing strategy.
- **Managing innovation.** Being able to identify, implement and evaluate innovative practices and technologies that align with organizational strategy.
- **Health and Social Care Economics.** Understanding the functioning of care systems, health affecting behaviours, and the efficiency, effectiveness, value and behavior of the production and consumption of health and social care.
- **Understanding and using data.** Knowing what data to collect, how to evaluate it, who needs it, how it can improve outcomes, and using it to drive decisions.
- **Choosing and evaluating evidence.** Choosing and evaluating written evidence in support of decision-making.
- **Evaluating programmes and interventions.** Systematically determining the worth and effectiveness of a programme, intervention or innovation; learning and applying lessons from the evaluation to future activities.
- **Managing knowledge.** Knowing how to capture knowledge and data, and to represent and bring it to the right place, the right person at the right time.
- **Policy.** Taking into consideration a range of policy contexts, frameworks, and governance structures, and how they have an impact on the organization.

#### Relational Skills

- **Self understanding.** Knowing your core beliefs, your strengths, your weaknesses, your leadership and work styles, and how these affect your behaviours.
- **Self management.** Using your knowledge of self to direct your own activities toward achieving goals.
- **Being comfortable in complexity.** Understanding complexity in work environments, being open to change, and maintaining mental and intellectual flexibility, tolerance
- **Maintaining multiple, simultaneous roles.** Having the ability to work effectively with those in other roles, and to be credible to others who work in other areas of the organization.
- **Knowledge of others.** Understanding the values and beliefs of others, and how your beliefs and behaviours affect others.
- **Communicating and persuading.** Having the ability to communicate a compelling vision that is meaningful to others.
- **Coaching and Mentoring.** Being able to offer advice and guidance to others, and to model behavior for others.
- **Creativity.** Seeing possibilities and new alternatives and new perspectives.

#### Teaching and Learning Methods

The conduct of the modules is informed by the following four guiding principles:

- Learning should be relevant to practitioners and their work environments;

- Practitioners should be given experience and learn through errors;
- As much as is practical, practitioners should be involved in the planning and evaluation of their instruction;
- Instruction should be problem-centred.

In practice, this means that we keep lectures to an absolute minimum, and will instead adhere to these principles through practice-based and activity-driven classroom time that both delineate and make real leadership qualities, managerial skills, and their underlying theories. We will give ample opportunity to participants to construct their leadership strengths, examine their interactions with others, and apply both empirical and theoretical research to their practice.

The instructors will act more like facilitators than lecturers. For example, rather than lecturing on personal leadership theories, we will instead engage in activities that uncover (unknowing to the participant) habits of leading. Then we will explore the theory and research behind these habits. The key is for students to discover their habits of thought, their biases, etc., and then to delineate theory that at once helps to explain them and leads students to a reflective manner of working.

We use a variety of techniques and interventions, including simulations, focused discussions, debates, fishbowls, games, and guest presentations and discussions with active researchers, practitioners, patients, policy analysts, and clients. We lecture when introducing a topic or idea, and to establish the background and build the framework to guide our in class activities. We provide foundational and supplementary reading and other resources on BlackBoard that you are expected to consult in advance of the class meetings.

### ***Assessment methods***

- As far as practical, we require you to demonstrate skills of critical inquiry and analysis that can be applied to the workplace. We are particularly interested in knowing what you learn is (or can be) applied to your practice.
- Each module has a set of learning outcomes. You have a choice of methods and formats (including videos) to demonstrate your mastery of those outcomes, including
  - Creating policies, protocols and guidelines
  - Constructing a business case for service redesign
  - Evaluating a new or existing service or plan
  - Undertaking a critical incident analysis, and making recommendations
  - Producing information for service users
  - Analysing some problem in your work environment
  - Interviewing co-workers, superiors, and/or clients, and critically evaluating your findings
  - Designing, with the help and approval of your instructor, a final project of your own
- In order to ensure parity across formative assessments in the programme, you will be provided with a standard rubric and marking scheme that will apply to all forms of assessment. This will help to ensure that the intellectual content demanded from a video, for example, is the same as from an essay, business case, etc.
- We encourage you to select an assessment strategy that is meaningful to you (and your supervisor, if relevant), and which at once would be helpful at your work unit, and which stretches you. Your personal tutor and individual module leader will encourage you to complete summative assessments using with different formats so that you graduate with a range of skills, perspectives and tools.

### **Subject Specific Intellectual and Research Skills**

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Having successfully completed the Evidence-Based Practice, Using Data, Research Methods for Improving Health Services, and Dissertation components of the programme you will be able to:

- Develop and justify an original research question relevant to your practice/field of interest.
- Conduct an effective literature search related to your research question and critically appraise the literature.

- Demonstrate a clear understanding of different research paradigms and how to apply them appropriately to your chosen research question.
- Demonstrate a clear understanding of ethics, and research governance principles in relation to your chosen area of research.
- Undertake and report their research to address your specific question (with appropriate supervision) thus allowing you to contribute to the growing knowledge base underpinning evidence based practice.
- Demonstrate an ability to analyse research data and critically interpret this in light of current knowledge.
- Justify your conclusions using well-reasoned arguments and taking into account the limitations or constraints of the study.
- Evaluate and reflect on your performance as a researcher or practitioner to make recommendations for future practice/research and explain how these recommendations might be implemented for future practice/research.
- Communicate findings, succinctly, critically and objectively in a clearly focussed paper
- Prepare and manage data for the analysis of healthcare quality.
- Analyse administrative, patient and financial data, and being aware of their strength and limitations.
- Appreciate the advantages and constraints of common techniques to analyse healthcare organisations.
- Critically reflect on healthcare quality concepts, policies and methods.
- Analyse the pathway from clinical to health services research.
- Evaluate issues surrounding the measurement of outcomes of health services.
- Evaluate health services research methods in relation to specified health service research questions (eg relating to financing, organising, managing and delivering health services).
- Discuss models of evaluation in relation to a specified health service innovation
- Explore the role of health services research methods in the context of improving health services

You will be able to critically evaluate and analyse management, leadership and relevant social science theory, and apply theory to your own practice, and to your understanding of health and social care organisations and economies.

### ***Teaching and Learning Methods***

- For the dissertation component, you will be guided and supervised by an academic member of staff who has knowledge of your subject area.
- Seminars and discussions with active researchers from the Faculty of Health Sciences and elsewhere.
- Action learning sets
- Laboratory sessions
- Peer-to-peer analysis sessions

### ***Assessment methods***

The assessment approaches outlined earlier in this section are appropriate here, but in addition you will also complete an MSc dissertation.

## **Transferable and Generic Skills**

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This programme is designed to build your leadership and management capabilities. Upon completion of this programme you should have the following skills and qualities:

- **Empowerment.** Our graduates should be empowered along the following dimensions.
  - Innovation. To encourage innovative thinking in themselves and others.
  - Responsibility. To assume overall responsibility.
  - Resources. To acquire, direct, manage resources.

- Authority. To cede authority to others.
- Time. Providing time to themselves and to others to learn and reflect.
- **Setting boundary conditions.**
  - Setting realistic and compelling goals to improve health outcomes and improve the quality of life for service users and clients.
  - Establishing behaviours and expectations that engender excellence.
- **Developing a culture and providing**
  - Mentoring
  - Coaching
  - Peer learning and knowledge sharing
  - Quality and safety
  - Data and evidence-driven decision-making and evaluation
- **Leading at the microsystem level by**
  - Building team and peer beliefs around quality, safety, effectiveness, and dignity
  - Building a culture of shared decision making
  - Supporting individual responsibility and accountability
  - Applying research, theory, and fundamental principles to your practice

### ***Teaching and Learning Methods***

- The teaching and learning methods outlined above serve these outcomes.

### ***Assessment methods***

- It is difficult to assess these outcomes in a classroom environment. Instead, we will ask you to self-assess against these outcomes, possibly asking you a year or more after you complete the programme. When appropriate and practical, we may ask your immediate supervisor to assess the impact of the MSc on your work practice and its effects on your organisation.

## **Programme Structure**

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The logical structure of the programme guides participants through a segments starting first with understanding and leading yourself, and then building upon that to leading others, and finally to lead organisations. We strongly suggest that you take modules in this order.

The programme structure for the MSc is as follows:

- 90 credits are HE7 level (60 taught ECTS\* credits plus an evidence-based project/dissertation of 30 ECTS credits)
- Individual modules: specified credits at HE7 level.

(\*ECTS = European Credit Transfer Scheme).

The programme may be of full-time or part-time study.

You may apply to suspend from the programme temporarily for a specified period which will not normally exceed 12 months. Except in exceptional circumstances, permission to suspend will only be granted where you can still complete the programme within the time limit defined by the regulations.

The programme may include lectures, seminars, tutorials, practical work, coursework, contract learning and projects as specified for individual modules.

## Option Modules and Themes

You will select your option modules in consultation with, and with the approval of, the Programme Director or your personal tutor. These can be selected to create an individual theme that is of interest to you. For example, if you are interested in focusing on Core Relational Skills, you might choose Principles of Coaching, as one of your option modules, and then write a dissertation that is concerned with some aspect of relational behaviour. Alternatively, if you are interested in information and data use, you may choose the two option modules concerned with this.

## Dissertation

For the MSc, you will be required to complete successfully an evidence-based dissertation that will normally be between 15,000 and 20,000 words in length on a topic to be agreed with the Programme Director. Part-time candidates must submit their dissertation within a timescale agreed with the Module Leader or Programme Director. Full-time candidates must submit their dissertation within a maximum of 12 months of commencement.

## Progression

Progression Regulations are as described in the University Calendar, Section IV: General Regulations; *Progression, Determination and Classification of Results*.

The module pass mark and overall pass mark for the award of MSc is 50%.

Candidates for the degree of MSc who achieve an overall average of at least 70%, and who have passed each module at the first attempt, may be awarded the qualification with *Distinction*.

Candidates for the degree of MSc who achieve an overall average of at least 60%, and who have passed each module at the first attempt, may be awarded the qualification with *Merit*.

## Exit Points

Candidates who have satisfied the examiners and who have accumulated the requisite number of credits shall be awarded the qualification for which they have registered. Students who elect to leave the programme with a Postgraduate Certificate or Postgraduate Diploma may normally rejoin the programme up to two years after the date of their exit with the Postgraduate Certificate or Postgraduate Diploma.

### ***Postgraduate Certificate in Leadership and Management in Health and Social Care***

Candidates who elect to exit the programme after achieving 30 ECTS credits at HE7 level in

- Self- Leadership                      Core module      10 ECTS credits
- Leading Others                      Core module      10 ECTS credits and
- Strategic Management      Core module      10 ECTS credits

may be awarded a Postgraduate Certificate in Leadership and Management in Health and Social Care.

### ***Postgraduate Diploma in Leadership and Management in Health and Social Care***

Candidates who elect to exit the programme having achieved 60 ECTS credits at HE7 level may be awarded a Postgraduate Diploma in Leadership and Management in Health and Social Care. For the award of Post Graduate Diploma (60 credits) students must earn 30 ECTS credits at HE7 level in

- Self Leadership                      Core module      10 ECTS credits
- Leading Others                      Core module      10 ECTS credits and
- Strategic Management      Core module      10 ECTS credits

**Plus:**

30 ECTS credits at HE7 level from option modules. We strongly suggest choices from the following option modules:

- Governance in Action (10 ECTS credits)
- Health Policy (10 ECTS credits)
- Health Informatics (10 ECTS credits)
- Principles of Coaching (10 ECTS credits)
- Research Methods for Improving Health Services (10 ECTS credits)
- Using data for the analysis and development of quality in healthcare organisations (10 ECTS credits)
- Work Based Learning (10 ECTS credits)

***MSc in Leadership and Management in Health and Social Care***

For the award of MSc (90 ECTS credits) students must successfully complete

- Self Leadership Core module 10 ECTS credits
- Leading Others Core module 10 ECTS credits and
- Strategic Management Core module 10 ECTS credits

**Plus:**

- Research Methods and Evidence-Based Practice  
Core module for the MSc 10 ECTS credits

**Plus** 20 ECTS credits from option modules. We strongly suggest choices from the following option modules:

- Creativity and Innovation: A Service Improvement Workshop 5 ECTS credits
- Decision Making Workshop 5 ECTS credits
- Health Policy 10 ECTS credits
- Governance in Action 10 ECTS credits
- Health Informatics 10 ECTS credits
- Principles of Coaching 10 ECTS credits
- Research Methods for Improving Health Services 10 ECTS credits
- Using data for the analysis and development of quality in healthcare organisations 10 ECTS credits
- Work Based Learning 10 ECTS credits

**Plus** successful completion of the MSc dissertation (30 ECTS credits)

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

## **Special Features of the programme**

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There are no special features in this programme.

## **Additional Costs**

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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.

## Support for student learning

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There are systems for the support of student learning in the Faculty as well as available from central University facilities.

- You will be able to access a personal tutor in the Faculty. The tutor can provide help and information relating to your academic progress or for dealing with personal issues.
- The Faculty also is able to provide one-to-one help with academic writing and study skills.
- The University provides library support, tutorials on how to use the library effectively, help with using bibliographic management software, and access to a large selection of online and printed resources.
- The university provides an excellent Student Services Team to ensure a successful time here. Services include supporting students with a wide range of disabilities, health conditions. (including mental health difficulties), and learning differences; Help with accommodation; A First Support team is dedicated to being the first point of contact and supporting students during times of crisis.
- The Southampton University Students Union (SUSU) offers help and advice confidentially to all students.
- Overseas students find SUSU to be particularly helpful with settling in and understanding university life in England. The University International Office Team can help overseas students with visa questions, and with registering with the National Health Service.
- *You should always feel free to approach the Programme Lead or your tutor if you need any form of help or assistance.*

## 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:

- Student evaluation questionnaires for each module of the programme
- Most lecturers reserve part of the last meeting of a module as an evaluation session
- Acting as a student representative on the Faculty staff-student liaison committee
- Providing feedback to student reps to be reported to the Programme Lead

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

- External examiners, who produce an annual report
- Annual module reviews
- Periodic programme reviews
- Higher Education Review by Quality Assurance Agency

Students are encouraged to participate in both the module and programme reviews.

## Criteria for admission

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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.

The normal requirement for entry to all programmes is a good first degree (first or second class) in a relevant subject of an approved University or institution of higher education. In addition to a degree, you should have at least three years relevant work experience in a health and social care setting. Candidates

without a good first degree may be admitted to the programme but will be expected to provide evidence of suitable professional experience and supportive qualifications.

For students whose native language is not English, we expect a minimum of 6.5 *in each area of the IELTS* (or equivalent TOEFL score). Normally, most overseas students are required to complete a pre-session course (Course B typically) in English for academic purposes.

See, <http://www.southampton.ac.uk/cls/english/presess.html> for details. In addition to helping you strengthen your English writing abilities, the course is an introduction to university life in England.

For overseas students who have an undergraduate degree but may not be considered adequately qualified for direct entry to their chosen Masters course, you should apply to the University of Southampton Pre-Masters Programme. (See, <[http://www.southampton.ac.uk/humanities/postgraduate/taught\\_courses/taught\\_courses/our\\_courses/pre\\_masters.page](http://www.southampton.ac.uk/humanities/postgraduate/taught_courses/taught_courses/our_courses/pre_masters.page)>, and <[http://www.southampton.ac.uk/assets/imported/transforms/site/pgt-programme/UsefulDownloads\\_Download/30CDA601CF534A08A1CD4DDC9BC55B48/pre\\_masters\\_2015.pdf](http://www.southampton.ac.uk/assets/imported/transforms/site/pgt-programme/UsefulDownloads_Download/30CDA601CF534A08A1CD4DDC9BC55B48/pre_masters_2015.pdf)>).

This is an integrated programme designed to prepare and develop students from outside the UK for MSc-level instruction. Upon successful completion of this programme, you are guaranteed a place on the MSc in Leadership and Management in Health and Social Care.

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 have at least three years work experience in a health and social care setting.

### **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

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:

<[http://www.southampton.ac.uk/healthsciences/postgraduate/taught\\_courses/msc\\_leadership\\_management.page](http://www.southampton.ac.uk/healthsciences/postgraduate/taught_courses/msc_leadership_management.page)>

### **Career Opportunities**

Leadership and management positions in health and social care; consulting; human resources; health policy.

## **External Examiner(s) for the Programme**

**Name:** Dr Jan Davison-Fischer

**Institution:** Oxford Brookes University

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.

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## Appendix 1

	Self Leadership	Leading Others	Strategic Management	Governance in Action	Healthcare Policy	Healthcare Informatics	Research Methods for Improvement	Coaching	Using Data
Core Professional Values	✓	✓	✓	✓	✓	✓	✓	✓	✓
Systems Thinking			✓	✓		✓	✓		✓
Managing Risk			✓	✓		✓	✓		
Formulating Strategy			✓	✓		✓			
Managing innovation				✓		✓			
Health and Social Care Economics				✓	✓				
Understanding and using data			✓	✓		✓			✓
Choosing and evaluating evidence			✓	✓		✓	✓		✓
Evaluating programmes and interventions				✓		✓	✓		
Managing knowledge						✓	✓		✓
Policy				✓	✓				

	Self Leadership	Leading Others	Decision Workshop	Governance in Action	Healthcare Policy	Healthcare Informatics	Research Methods for Improvement	Coaching	Using Data
Self Understanding	✓	✓	✓					✓	
Self Management	✓	✓	✓					✓	
Being comfortable in complexity		✓		✓		✓			✓
Maintaining multiple, simultaneous roles.		✓		✓					
Knowledge of others.		✓	✓					✓	
Communicating and persuading	✓	✓	✓	✓	✓	✓	✓	✓	✓
Coaching and Mentoring		✓						✓	
Creativity			✓			✓			✓

## Appendix 2 (MSc Leadership & Management):

### 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](http://www.calendar.soton.ac.uk).

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Stationery		<i>Suggested generic statements:</i> 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		<p><i>Suggested generic statement:</i> 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.</p> <p>Some modules suggest reading texts as <b>optional</b> 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.</p>
	Photography:	It is not a requirement that photographs or reproductions are needed in any assignment. In the event that you choose to include photographs or reproductions, you will supply the photographic equipment as well as the costs of processing and printing. Costs will vary depending on the type of equipment and printing you choose.
	Recording Equipment:	It is not a requirement that recordings are needed to satisfy any assignment. In the event that you choose to include recordings, you will supply the recording equipment as well as storage media such as memory cards. Costs will vary depending on the type of equipment and media you choose.
Printing and Photocopying Costs		You may need to submit both an online and printed version of assignments. A list of the University printing costs can be found here: <a href="https://www.southampton.ac.uk/isolutions/students/printing/">https://www.southampton.ac.uk/isolutions/students/printing/</a> .
Parking Costs		It is advisable to take public transportation to the University. In the event that you choose to drive, parking costs can be found here: <a href="https://www.southampton.ac.uk/estates/services/carparking/visit_or_parking.html">https://www.southampton.ac.uk/estates/services/carparking/visit_or_parking.html</a>

### **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. Revised for the L&M programme: September 2012 RWG
5. Revised to reflect comments from Internal Scrutiny: 1 February 2013
6. Added 'Career Opportunities' and new external examiner: 15 September 2014 RWG
7. 'Light-touch editing'; added 'Pre-Masters'; deleted refs Creativity and Decision Making Workshops: 30 July 2015 RWG