

## Programme Specification

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### **MSc Health Sciences (Standard Pathway)** **MSc Health Sciences (Mental Health Pathway)** **MSc Health Sciences (Amputation and Prosthetic Rehabilitation)** **Postgraduate Diploma in Health Sciences** **Postgraduate Certificate in Health Sciences** **Academic year 2017-18**

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full time and part time
Duration in years	Twelve to eighteen months following standard progression for a FT MSc student Two to five years following standard progression for a PT MSc student 10-18 months following standard progression for a FT PGDip student 2-4 years following standard progression for a PT PGDip student
Accreditation details	N/A
Final awards	MSc Health Sciences (Standard Pathway) MSc Health Sciences (Mental Health Pathway) MSc Health Sciences (Amputation and Prosthetic Rehabilitation)
Interim Exit awards	Postgraduate Certificate Health Sciences (Amputation and Prosthetic Rehabilitation) Postgraduate Diploma Health Sciences (Amputation and Prosthetic Rehabilitation)
FHEQ level of final award	7
UCAS code	N/A
QAA Subject Benchmark or other external reference	QAA Masters Degree Characteristics
Programme Leader	Sue Faulds
Date specification was written	6th October 2012
Date Programme was validated	February 2013
Date specification last updated	April 2017

## Programme Overview

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### Learning and Teaching

The Faculty promotes a student-centred approach and the programme uses learning and teaching strategies that will support you to learn, and also encourage the mastery of your skills in planning and managing your learning. Your learning will be supported by your personal academic tutor, module leaders and, where appropriate, academic coach and/or mentor in practice. Teaching and learning methods include: lectures, seminar groups, action learning groups, work based learning, experiential learning, and both supervised and self-directed study. These methods are designed to integrate theory and practice and to foster a spirit of enquiry. Key skills are fostered via the learning and teaching activities throughout the programme.

### Assessment

The assessment methods are designed to help you integrate theory and practice, maximise your skills of critical thinking and analysis, and develop your understanding of health sciences/mental health sciences. The programme is formatively and summatively assessed through a variety of approaches and all pathways culminate in a dissertation. The assessment methods enable you to demonstrate achievement of the programme learning outcomes as you progress through each module on your pathway. Examples include:

- A strategy document
- A business plan
- A change management project report or proposal
- A clinical or practice guideline
- An economic evaluation
- An investigation of an incident or complaint
- A presentation to a Trust board or sub committee
- A professional conversation
- A 'conference' poster and supporting paper
- An educational package
- An academic essay of 3,500 words

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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

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The aim of the programme is to support your academic development in Health Sciences. This programme will develop your independent and critical thinking skills and will enable you to question healthcare practice and policy, and will also equip you with the skills necessary to address and find innovative solutions to complex problems in healthcare.

## Learning Outcomes: MSc Health Sciences (Standard Pathway)

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### Knowledge and Understanding

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Having successfully completed this programme you will be able to:

1. Develop an individualised learning programme relevant to your chosen area of study and/or practice.
2. Work independently and autonomously either to create innovative solutions to practice-based problems - or to subject a contentious health-related topic to critical analysis.

3. Think strategically as well as operationally to interpret, analyse and present highly complex data and information and to critically appraise literature relevant to it.
4. Demonstrate an extensive knowledge of the current health and social care policy relevant to your interest in health sciences and the ability to critically apply this with initiative, and originality.
5. Critically analyse influences on professional practice or ideology including research, legislation and governance.

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

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Having successfully completed this programme you will be able to:

1. Synthesise, critically evaluate and apply research findings and other forms of evidence to your subject area.
2. Apply the skills of academic study and enquiry to the study of your subject area.
3. Synthesise information from a number of sources to gain a greater depth of understanding in health sciences.
4. Apply strategies for the appropriate selection of relevant information from a wide body of knowledge.
5. Develop reflective skills.

## **Transferable and Generic Skills**

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Having successfully completed this programme you will be able to:

1. Communicate confidently both verbally and in writing.
2. Use problem solving skills to work effectively both individually and as part of a team.
3. Take responsibility for your personal and professional learning and development.
4. Think critically and analytically, and apply these skills where appropriate.
5. Handle information effectively and present this in a succinct and logical manner.
6. Manage a project with due attention to time and resource management
7. Use information management/technologies to support learning, practice and research activities.
8. Demonstrate innovation in the application of knowledge where relevant.

## **Learning Outcomes: MSc Health Sciences (Mental Health Pathway)**

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### **Knowledge and Understanding**

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Having successfully completed this programme you will be able to:

1. Critically examine and apply the evidence base relating to your area of academic interest and/or clinical practice in mental health.
2. Draw on a diverse range of knowledge to critically evaluate your area of academic interest and/or clinical practice in mental health.
3. Demonstrate the synthesis of theoretical knowledge and understanding in relation to your area of academic interest and/or clinical practice in mental health.
4. Develop, implement and evaluate strategies and activities that improve practice and health outcomes.
5. Work individually and collaboratively to meet the learning and development needs of those in your own and other professions.

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

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Having successfully completed this programme you will be able to:

1. Synthesise, critically evaluate and apply research findings and other forms of evidence to mental health.

2. Apply the skills of academic study and enquiry to mental health sciences.
3. Synthesise information from a number of sources to gain a greater depth of understanding in mental health sciences.
4. Apply strategies for the appropriate selection of relevant information from a wide body of knowledge.
5. Develop reflective skills.

## **Transferable and Generic Skills**

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Having successfully completed this programme you will be able to:

1. Communicate confidently both verbally and in writing.
2. Use problem-solving skills to work effectively both individually and as part of a team.
3. Take responsibility for your personal and professional learning and development.
4. Think critically and analytically, and apply these skills where appropriate.
5. Handle information effectively and present this in a succinct and logical manner.
6. Manage a project with due attention to time and resource management
7. Use information management/technologies to support learning, practice and research activities.
8. Demonstrate innovation in the application of knowledge where relevant.

## **Learning Outcomes: MSc Health Sciences (Amputation and Prosthetic Rehabilitation Pathway)**

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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:

1. Develop an understanding of the rehabilitation journey following an amputation through the consideration of key factors from a physical and psychosocial perspective for patients, family members and carers.
  2. Critically review the evidence base (literature) for rehabilitation following an amputation and prosthetic use for both adults and children with limb loss, family and carers.
  3. Critically review the clinical and therapeutic basis underpinning the delivery of current or future clinical/professional practice within the field of post amputation and prosthetic rehabilitation for both adults and children,
  4. Demonstrate extensive knowledge of the multidisciplinary role within amputation and prosthetic rehabilitation and the importance of working together
  5. Think critically about the factors underpinning the process of assessment and the theoretical and practical basis for decision making following an amputation
  6. Illustrate a critical understanding of key issues related to prosthetic componentry and decision making
  7. Demonstrate the required communication skills and be able to critical evaluate psychosocial relationships within the delivery of post amputation and prosthetic rehabilitation
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### **Subject Specific Intellectual and Research Skills**

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Having successfully completed this pathway you will be able to:

1. Demonstrate an ability to critically evaluate qualitative and/or quantitative research evidence in amputation rehabilitation and prosthetic use and other related areas of health and social care
2. Analyse and evaluate the strengths and weaknesses of research methodologies and methods for data collection, analysis and interpretation.
3. Demonstrate a clear understanding of ethics, research governance related to your area of research and the wider evidence base in amputation and prosthetic rehabilitation
4. Evaluate and reflect on your research processes and make recommendations for future research
5. Communicate research findings in a clear, succinct, critical and objective manner

## **Transferable and Generic Skills**

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Having successfully completed this programme you will be able to:

1. Demonstrate and develop your understanding of the different multidisciplinary roles within, team working skills and sense of collegiality
2. Work effectively as independent, self-directed learner and being able to identify specific areas for continued professional development

## Programme Structure

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The modular design of this award is designed to enable you to complete the full MSc award between twelve to eighteen months of full time study, or two to five years of part time study.

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).

For the award of **Master of Science Health Sciences (Standard Pathway)** (90 ECTS) you must have successfully completed:

- Research Methods for Evidence Based Practice (10 ECTS)
- Open and/or option modules from within the Faculty of Health Sciences (FoHS portfolio totalling 50 ECTS at level 7\*.
- Dissertation (30 ECTS)

\*a maximum of 30 ECTS (10 of which may be at level 6) may be carried forward into the programme via RPL route.

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

You may be able to exit the award with the award of Postgraduate Diploma Health Sciences or Postgraduate Certificate Health Sciences following discussion with the programme lead.

For the award of **Postgraduate Diploma Health Sciences** (60 ECTS) you must have successfully completed:

- Research Methods for Evidence Based Practice (10 ECTS)
- Open and/or option modules from within the FoHS portfolio totalling 50 ECTS at level 7.

For the award of **Postgraduate Certificate Health Sciences** (30 ECTS) you must have successfully completed:

- Research Methods for Evidence Based Practice (10 ECTS)
- Open and/or option modules from within the FoHS portfolio totalling 20 ECTS at level 7.

The 30 ECTS dissertation module offers students a choice of three options: an 'Empirical Study', a 'Practice Enquiry' or 'an Evidence Based Project'. The dissertation can be commenced before completion of all the taught modules; however it cannot be submitted unless a pass mark of at least 50% has been achieved in of the taught modules (totalling 60 ECTS).

The award of Postgraduate Diploma in Health Sciences and Masters in Health Sciences can be awarded as 'pass', 'merit' and 'distinction'. A 'pass' outcome requires a weighted mean average of 50-59%; a 'merit' outcome requires a weighted mean average of 60 to 69% and a 'distinction' outcome requires a weighted mean average of 70% or above.

For the award of **Master of Science Health Sciences (Mental Health Pathway)** (90 ECTS) you must have successfully completed:

- (i) Research for Evidence-Based Practice (10 ECTS)
- (ii) Dissertation (30 ECTS)

- (iii) Perspectives of Mental Health (10 ECTS)

The remaining 40 ECT credits will be attained by selecting further modules most relevant to your academic and/or clinical needs within a mental health subject area. Examples are given below:

- (iv) Low Intensity CBT assessment and formulation (10 ECTS)
- (v) Low Intensity CBT interventions (10 ECTS)
- (vi) Relational Therapy: The Psychology of Attachment (10 ECTS)
- (vii) Open or Work Based Learning modules (10 or 20 ECTS) at level 7\*
- (viii) Any other FoHS module, relevant to the student's pathway (10 ECTS)

\*a maximum of 30 ECTS (10 of which may be at level 6) may be carried forward into the programme via RPL route.

You may be able to exit the award with the award of Postgraduate Diploma Health Sciences (Mental Health) or Postgraduate Certificate Health Sciences (Mental Health) following discussion with the programme lead.

For the award of **Postgraduate Diploma Health Sciences** (60 ECTS) you must have successfully completed:

- Research Methods for Evidence Based Practice (10 ECTS)
- Perspectives of Mental Health (10 ECTS)
- Open and/or option modules from within the FoHS portfolio totalling 40 ECTS at level 7.

For the award of **Postgraduate Certificate Health Sciences** (30 ECTS) you must have successfully completed:

- Research Methods for Evidence Based Practice (10 ECTS)
- Perspectives of Mental Health (10 ECTS)
- Open and/or option modules from within the FoHS portfolio totalling 10 ECTS at level 7.

The 30 ECTS dissertation module offers students a choice of three options: an 'Empirical Study', a 'Practice Enquiry' or 'an Evidence Based Project'. The dissertation can be commenced before completion of all the taught modules; however it cannot be submitted unless a pass mark of at least 50% has been achieved in of the taught modules (totalling 60 ECTS).

The award of Postgraduate Diploma in Health Sciences and Masters in Health Sciences (Mental Health) can be awarded as 'pass', 'merit' and 'distinction'. A 'pass' outcome requires a weighted mean average of 50-59%; a 'merit' outcome requires a weighted mean average of 60 to 69% and a 'distinction' outcome requires a weighted mean average of 70% or above.

For the award of **Master of Science Health Sciences (Amputation and Prosthetic Rehabilitation Pathway)** (90 ECTS) you must have successfully completed:

- (i) Research for Evidence-Based Practice (10 ECTS)
- (ii) Dissertation (30 ECTS)
- (iii) Amputation and Prosthetic Rehabilitation 1: Amputation rehabilitation and Prosthetic Use (20 ECTS)
- (iv) Amputation and Prosthetic Rehabilitation 2: Contemporary issues in limb loss (10 ECTS)

The remaining 20 ECT credits will be attained by selecting (either two 10 ECTS or one 20 ECTS) further optional modules, e.g.:

- (v) Health Promotion, Motivational Interviewing and Health Behaviour Change (10 ECTS)
- (vi) Leading Service Development for Quality Improvement (20 ECTS)

You may be able to exit the award with the award of Postgraduate Diploma Health Sciences or Postgraduate Certificate Health Sciences following discussion with the programme lead.

For the award of **Postgraduate Diploma Health Sciences** (60 ECTS) you must have successfully completed:

- Amputation and Prosthetic Rehabilitation 1: Amputation rehabilitation and Prosthetic Use (20 ECTS)

- Amputation and Prosthetic Rehabilitation 2: Contemporary issues in limb loss (10 ECTS)
- Research Methods for Evidence Based Practice (10 ECTS)

The remaining 20 ECTS optional modules may be selected.

For the award of **Postgraduate Certificate Health Sciences** (30 ECTS) you must have successfully completed:

- Research Methods for Evidence Based Practice (10 ECTS)
- Amputation and Prosthetic Rehabilitation Module 1: Amputation rehabilitation and Prosthetic Use (20 ECTS)

The 30 ECTS dissertation module offers students a choice of three options: an 'Empirical Study', a 'Practice Enquiry' or 'an Evidence Based Project'. The dissertation can be commenced before completion of all the taught modules; however it cannot be submitted unless a pass mark of at least 50% has been achieved in of the taught modules (totalling 60 ECTS).

The award of Postgraduate Diploma in Health Sciences and Masters in Health Sciences (Amputation and Prosthetic Rehabilitation) can be awarded as 'pass', 'merit' and 'distinction'. A 'pass' outcome requires a weighted mean average of 50-59%; a 'merit' outcome requires a weighted mean average of 60 to 69% and a 'distinction' outcome requires a weighted mean average of 70% or above.

## Special Features of the programme

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There are no special features for 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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The Faculty is committed to helping you to develop your confidence and advanced skills in managing your own learning. The Post-qualifying Student Handbook and the Programme Handbook gives details on how to access the facilities available to you within the University which can support your learning. You will be expected to obtain the support you need from:

- An induction day consisting of sessions relating to study skills, information technology and library facilities
- SUSSED, which is the University portal (at [www.sussed.soton.ac.uk](http://www.sussed.soton.ac.uk)). This portal will enable you to gain information about the University and available learning resources.
- Blackboard, which is a web based learning environment. This will be used to support your learning in all modules and also contains a specific section dedicated to the MSc Health Sciences. Access is via SUSSED or via [www.blackboard.soton.ac.uk](http://www.blackboard.soton.ac.uk)
- Academic staff: your module leaders, your pathway leader, your programme leader, academic coach (where appropriate) and your dissertation supervisor
- Your clinical mentor (if appropriate)
- The Student Office within the Faculty of Health Sciences (Building 67).
- The University Library facilities. You are encouraged to approach any of the Faculty of Health Sciences academic liaison team for help and support. For more information see [www.southampton.ac.uk/library/](http://www.southampton.ac.uk/library/)
- University student counselling service [www.southampton.ac.uk/edusupport/counselling/](http://www.southampton.ac.uk/edusupport/counselling/) or, if you are not sure who to approach an excellent first point of contact is 'First Support' - more information regarding the services they provide can be found at [www.southampton.ac.uk/edusupport/firstsupport/](http://www.southampton.ac.uk/edusupport/firstsupport/)

- Programme and module handbooks
- Enabling Services offering assessment and support facilities (including specialist IT support) if you have a disability, dyslexia, mental health issue or specific learning difficulties. More information can be found at [www.southampton.ac.uk/edusupport/](http://www.southampton.ac.uk/edusupport/)
- Study skills support. On line study skills support can be accessed from [www.studyskills.soton.ac.uk](http://www.studyskills.soton.ac.uk). In addition, the School has a number of Student Learning Advisors who can help students with particular learning needs develop their understanding of how to prepare assessments and develop study skills. Your academic tutor may refer you to this service if he/she feels it would be of benefit.

## Methods for evaluating the quality of teaching and Learning

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You will have the opportunity to have your say on the quality of the programme via student evaluation questionnaires which are sent via email at the end of each module of study. You may also be invited to act as a post-graduate student representative at the Faculty Postgraduate Teaching Committee or MSc Health Sciences Teaching Sub Committee meetings.

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

- External examiners, who see a selection of work from every module studied and produce an annual report
- Annual module review
- Annual Programme Review prepared by the Programme Leader and considered by Postgraduate Teaching Committee
- Quinquennial review and revalidation involving external panel members
- Peer observation of teaching (undertaken by academic colleagues)
- Ongoing review of subject/professional benchmarking standards
- Higher Education Review by Quality Assurance Agency

## 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 requirements to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

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.

Applicants are expected to have:

- A first degree (2:2 class or above) or equivalent\* from an approved institution of higher education.
- At least one satisfactory reference (on some occasions a second reference will be required)

\*If you have not achieved a first degree you may be considered for admission to the programme if you can provide evidence of suitable experience and supportive qualifications. The evidence that you provide must be able to satisfy the programme leader that you are competent to pursue the programme. This requires you to demonstrate evidence of equivalent learning via a combination of:

- accredited study within the last five years at HEI level 6 passed at 50% or above (normally a minimum of 15 ECTS and with a summative assessment including a written component)
- evidence of recent non accredited study
- experience as a practitioner in a relevant professional role

In addition you will be required to demonstrate successful completion of a module studied at HEI level 7 of at least 10 ECTS which has a written component to the summative assessment. Candidates who can demonstrate equivalence to undergraduate degree programme outcomes but do not meet this level 7 study criterion may be offered a conditional place on the programme, with unconditional acceptance subject to

successfully passing your first M level module. This module will be stipulated by the programme leader and will normally be Research Methods for Evidence Based Practice.

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:

- reached a satisfactory standard\* in an approved test in English OR
- to have obtained a first degree from a UK university that has been taught and assessed in English OR
- 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](mailto:PGapply.FHS@soton.ac.uk). Further information can be found at [www.southampton.ac.uk/international/entry\\_reqs/english\\_language.shtml](http://www.southampton.ac.uk/international/entry_reqs/english_language.shtml).

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	At least one satisfactory reference.

### 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

This MSc in Health Studies is a flexible programme of higher level study that is suitable for both clinicians and non-clinicians.

Its chief objective is to provide the academic credentials needed to improve the likelihood of being promoted to more senior posts.

## External Examiners

**Name:** Emma Sutton

**Institution:** University of East Anglia.

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 [www.southampton.ac.uk/healthsciences/postgraduate/index.page](http://www.southampton.ac.uk/healthsciences/postgraduate/index.page)

#### **Revision History**

1. Prepared March 2012
2. Revised October 2012
3. Revised July 2015
4. Revised August 2016
5. Revised August 2017

**Appendix 1(a) Standard Pathway:**

**Learning outcomes and Assessment Mapping document template**  
Please see above for learning outcomes

Module Code	Module Title	Knowledge and Understanding					Subject Specific Intellectual Skills					Transferable/Key Skills							
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8
HLTH 6107 Or HLTH 6153	Research methods for Evidence-Based practice		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6059	Dissertation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6132	Open Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6133	Open Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6129	Work-Based Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6130	Work-Based Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

**Assessment Methods**

Module Code	Module Title	Formative	Summative	
HLTH 6107 or HLTH 6153	Research methods for Evidence Based Practice	Protocol 500-700 words	3,500 word essay	
HLTH 6059	Dissertation	Proposal	Articles for Publication, approx 6,000-8,000 words+ Academic Portfolio (approx 8,000 words)+ Reflective journal (approx 3,000 words)	
HLTH 6132	Open Learning (10 ECTs)	Learning contract	A negotiated assignment equivalent to 3,500 words. E.g. A strategy document, business plan, A change management project report or proposal, A clinical or practice guideline, An economic evaluation, An investigation of an incident or complaint, A presentation to a Trust board or subcommittee, A professional conversation, A 'conference' poster and supporting	

			paper, An educational package, An academic essay of 3,500 words.	
HLTH 6133	Open Learning (20 ECTs)	Learning contract	A negotiated assignment equivalent to 7,000 words. E.g. A strategy document, business plan, A change management project report or proposal, A clinical or practice guideline, An economic evaluation, An investigation of an incident or complaint, A presentation to a Trust board or subcommittee, A professional conversation, A 'conference' poster and supporting paper, An educational package, An academic essay of 7,000 words.	
HLTH 6129	Work-Based Learning (20 ECTs)	Learning contract	Either (a) Written assignment of 3500 words (100% of final mark) OR Oral presentation (maximum 30 minutes) and a written assignment of 2000 words (presentation 50%, written assignment 50%) OR A completed practice competency document (pass/fail) and a written assignment of 3000 words (written assignment 100% of final mark)	
HLTH 6130	Work-Based Learning (20 ECTs)	Learning contract	TWO of the following: (A) Written assignment of 3500 words (50% of final mark), (B) Oral presentation (max 30 minutes) and written assignment of 2000 words (presentation 25%, assignment 25%) (C) A completed practice competency document (pass/fail) and a written assignment of 3000	

			words (written assignment 50%)  OR Two written assignments of 3500 words (7000 words total) (each 50% of final mark)	
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MSc Health Sciences (Standard  
Pathway)

PART I  
Core

- HLTH 6107 Research Methods for Evidence Based Practice (10 ECTS) or HLTH 6153 Research Methods for Evidence Based Practice online(10 ECTS)

Compulsory

- HLTH 6107 Research Methods for Evidence Based Practice (10 ECTS) or HLTH 6153 Research Methods for Evidence Based Practice online(10 ECTS)

Option from within the faculty  
Students may select any module so long as they satisfy the pre-requisites.

Examples include:

- HLTH 6132 Open Learning - 10 ECTS
- HLTH 6133 Open Learning - 20 ECTS
- HLTH 6129 Work-based Learning - 10 ECTS
- HLTH 6130 Work-based Learning - 20 ECTS
- HLTH 6075 Leading others
- HLTH 6119 Leading Service development for Quality Improvement
- HLTH 6104 Healthcare Informatics
- HLTH 6080 Health Promotion, Motivational Interviewing and Health Behaviour Change

Option from outside the Faculty  
(including CI modules)

By negotiation

PASS



Certificate of Higher Education

PART II  
Core

None

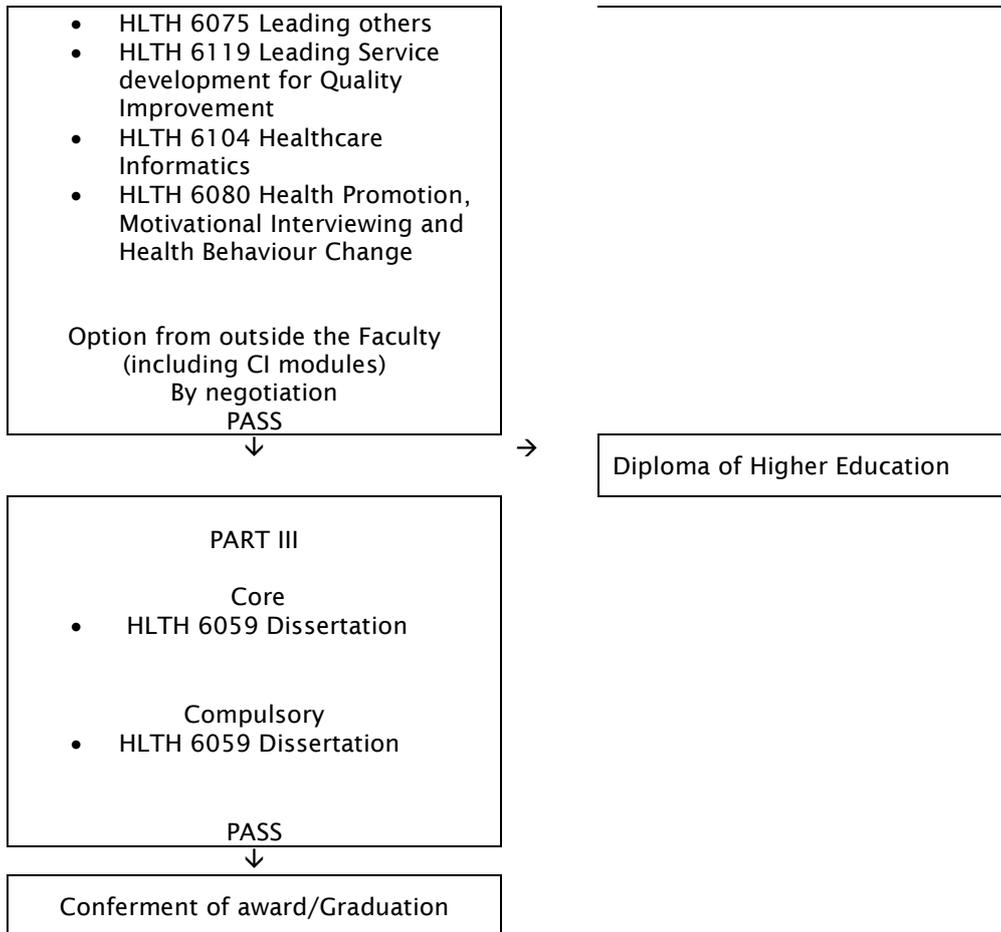
Compulsory

None

Option from within the faculty  
Students may select any module so long as they satisfy the pre-requisites.

Examples include:

- HLTH 6132 Open Learning - 10 ECTS
- HLTH 6133 Open Learning - 20 ECTS
- HLTH 6129 Work-based Learning - 10 ECTS
- HLTH 6130 Work-based Learning - 20 ECTS



**Appendix 1(b) Mental Health Pathway:**

**Learning outcomes and Assessment Mapping document template**

Module Code	Module Title	Knowledge and Understanding					Subject Specific Intellectual Skills					Transferable/Key Skills							
		A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8
HLTH 6107 Or HLTH 6153	Research methods for Evidence-Based practice		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6059	Dissertation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6096	Perspectives of mental health Care and Treatment		•	•	•	•	•	•	•		•	•	•	•	•			•	•
HLTH 6122	Assessment and Engagement of patients with Common Mental health Problems using Low Intensity CBT			•	•	•		•	•	•	•	•	•	•	•	•	•		•
HLTH 6087	Low intensity CBT Interventions			•	•	•		•	•	•	•	•	•	•	•	•	•		•
HLTH 6122	Relational Therapy: The Psychology of Attachment	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6132	Open Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6133	Open Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6129	Work-Based Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HLTH 6130	Work-Based Learning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

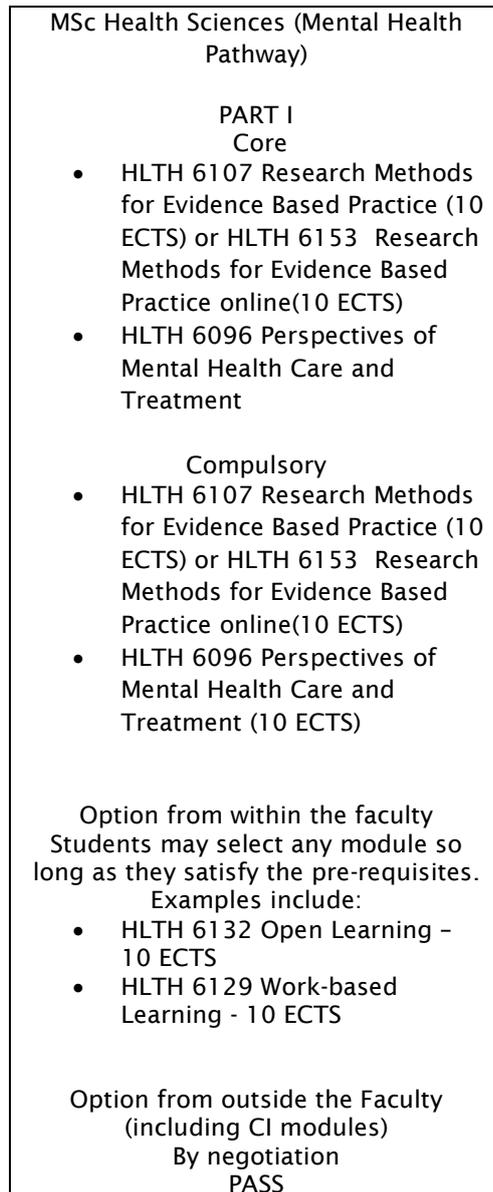
**Assessment Methods**

<b>Module Code</b>	<b>Module Title</b>	<b>Formative</b>	<b>Summative</b>	
HLTH 6107 or HLTH 6153	Research methods for Evidence Based Practice	Protocol 500-700 words	3,500 word essay	
HLTH 6059	Dissertation	Proposal	Articles for Publication, approx 6,000-8,000 words+ Academic Portfolio (approx 8,000 words)+ Reflective journal (approx 3,000 words)	
HLTH 6096	Perspectives of mental Health care and Treatment	Debate of a contentious current health related issue.	Poster presentation (10% peer and tutor marked) and submission of a hard copy poster (30%), alongside a 1,500 word critical commentary (60%). The topic will reflect the formative assessment and will be agreed with the module leader.	
HLTH 6112	Assessment and Engagement of patients with Common Mental health Problems using Low Intensity CBT	Role play and debates	<p>This takes the form of a 20-30 minute presentation (including questions) from a choice of an actual clinical case or choice of tutor written scenarios where the principles of low intensity CBT assessment will be demonstrated.</p> <p>The presentation will include reflection on the methods used, or proposed, the techniques of maintaining the therapeutic alliance, and anticipation of barriers and how these might be overcome.</p>	
HLTH 6087	Low intensity CBT Interventions	Role play and debates	<p>This takes the form of a thirty minute professional conversation (including questions) of a clinical/theoretical case where LI interventions have or could have been used.</p> <p>The conversation can be based on either a</p>	

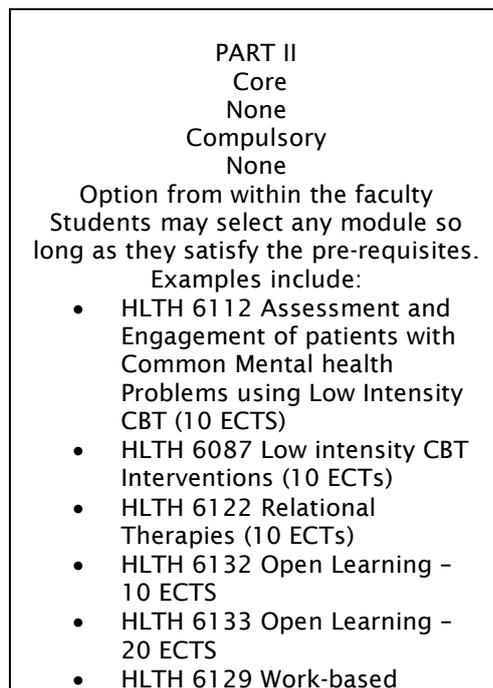
			real (anonymised) case or a 'talking head' excerpt by the module team.	
HLTH 6122	Relational Therapies	10-20 minute skills demonstration of dynamic and relational therapy.	3,500 word critical discussion of the assessment and formulation of a case study about a client presenting with depression, using the principles of relational and dynamic therapy. This discussion must highlight relevant psychosocial factors in this case and work.	
HLTH 6132	Open Learning (10 ECTs)	Learning contract	A negotiated assignment equivalent to 3,500 words. E.g. A strategy document, business plan, A change management project report or proposal, A clinical or practice guideline, An economic evaluation, An investigation of an incident or complaint, A presentation to a Trust board or subcommittee, A professional conversation, A 'conference' poster and supporting paper, An educational package, An academic essay of 3,500 words.	
HLTH 6133	Open Learning (20 ECTs)	Learning contract	A negotiated assignment equivalent to 7,000 words. E.g. A strategy document, business plan, A change management project report or proposal, A clinical or practice guideline, An economic evaluation, An investigation of an incident or complaint, A presentation to a Trust board or subcommittee, A professional conversation, A 'conference' poster	

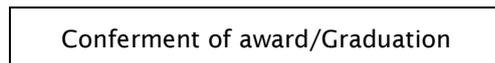
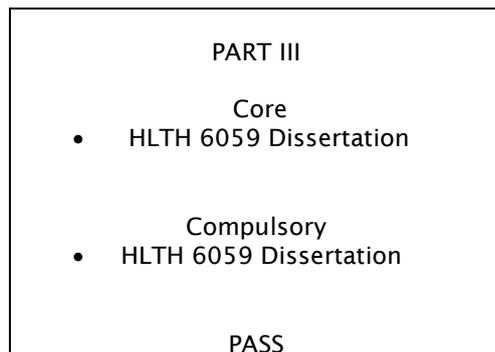
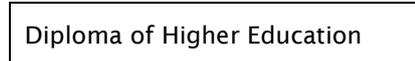
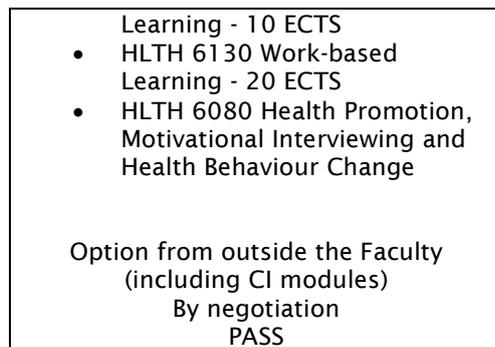
			and supporting paper, An educational package, An academic essay of 7,000 words.	
HLTH 6129	Work-Based Learning (20 ECTs)	Learning contract	Either (a) Written assignment of 3500 words (100% of final mark) OR Oral presentation (maximum 30 minutes) and a written assignment of 2000 words (presentation 50%, written assignment 50%) OR A completed practice competency document (pass/fail) and a written assignment of 3000 words (written assignment 100% of final mark)	
HLTH 6130	Work-Based Learning (20 ECTs)	Learning contract	TWO of the following: (A) Written assignment of 3500 words (50% of final mark), (B) Oral presentation (max 30 minutes) and written assignment of 2000 words (presentation 25%, assignment 25%) (C) A completed practice competency document (pass/fail) and a written assignment of 3000 words (written assignment 50%)  OR Two written assignments of 3500 words (7000 words total) (each 50% of final mark)	

Suggested Programme Structure Diagram



Certificate of Higher Education





## Appendix 1(d) Amputation and Prosthetic Rehabilitation Pathway:

### Learning outcomes and Assessment Mapping document template

Module code	HLTH6107	HLTH6054	HLTH6160	TBC
Module title	Research methods for EBP	Dissertation	Amputation and Prosthetic Rehabilitation Module 1: Amputation Rehabilitation and Prosthetic Use	Amputation and Prosthetic Rehabilitation Module 2: 'Contemporary issues in limb loss'
A1	X	X	X	X
A2	X	X	X	
A3	X	X	X	X
A4	X	X	X	X
A5		X	X	X
A6		X	X	X
A7	X	X	X	X
A8	X		X	X
A9			X	X
A10			X	
A11	X		X	X
A12				X
B1	X	X	X	X
B2	X	X	X	X
B3	X	X	X	
B4	X	X		X
B5	X	X		X
B6		X		X
B7		X	X	
B8		X	X	X
B9		X	X	X
B10	X	X		
C1	X	X	X	X
C2		X	X	X
C3	X	X	X	X
C4	X	X	X	X
C5	X	X	X	X
C6		X	X	X
C7	X	X	X	X
C8	X	X	X	X

### Knowledge and Understanding (A)

A1	Develop an individualised learning programme relevant to your chosen area of study and/or practice.
A2	Work independently and autonomously either to create innovative solutions to practice-based problems <u>or</u> to subject a contentious health-related topic to critical analysis.
A3	Think strategically as well as operationally to interpret, analyse and present highly complex data and information and to critically appraise literature relevant to it.
A4	Demonstrate an extensive knowledge of the current health and social care policy relevant to your interest in health sciences and the ability to critically apply this with initiative, and originality.
A6	Develop an understanding of the rehabilitation journey following an amputation through the consideration of key factors from a physical and psychosocial perspective for patients, family members and carers.
A7	Critically review the evidence base (literature) for rehabilitation following an amputation and prosthetic use for both adults and children with limb loss, family and carers.
A8	Critically review the clinical and therapeutic basis underpinning the delivery of current or future clinical/professional practice within the field of post amputation and prosthetic rehabilitation for both adults and children,
A9	Demonstrate extensive knowledge of the multidisciplinary role within amputation and prosthetic rehabilitation and the importance of working together
A10	Think critically about the factors underpinning the process of assessment and the

	theoretical and practical basis for decision making following an amputation
A11	Illustrate a critical understanding of key issues related to prosthetic componentry and decision making
A12	Demonstrate the required communication skills and be able to critical evaluate psychosocial relationships within the delivery of post amputation and prosthetic rehabilitation

### Subject Specific Intellectual and Research skills (B)

B1	Synthesise, critically evaluate and apply research findings and other forms of evidence to your subject area.
B2	Apply the skills of academic study and enquiry to the study of your subject area.
B3	Synthesise information from a number of sources to gain a greater depth of understanding in health sciences.
B4	Apply strategies for the appropriate selection of relevant information from a wide body of knowledge.
B5	Develop reflective skills.
B6	Demonstrate an ability to critically evaluate qualitative and/or quantitative research evidence in amputation rehabilitation and prosthetic use and other related areas of health and social care
B7	Analyse and evaluate the strengths and weaknesses of research methodologies and methods for data collection, analysis and interpretation.
B8	Demonstrate a clear understanding of ethics, research governance related to your area of research and the wider evidence base in amputation and prosthetic rehabilitation
B9	Evaluate and reflect on your research processes and make recommendations for future research
B10	Communicate research findings in a clear, succinct, critical and objective manner

### Transferable and Generic Skills (C)

C1	Communicate confidently both verbally and in writing.
C2	Use problem solving skills to work effectively both individually and as part of a team.
C3	Take responsibility for your personal and professional learning and development.
C4	Think critically and analytically, and apply these skills where appropriate.
C5	Handle information effectively and present this in a succinct and logical manner.
C6	Manage a project with due attention to time and resource management
C7	Use information management/technologies to support learning, practice and research activities.
C8	Demonstrate innovation in the application of knowledge where relevant.
C9	Demonstrate and develop your understanding of the different multidisciplinary roles within, team working skills and sense of collegiality
C10	Work effectively as independent, self-directed learner and being able to identify specific areas for continued professional development

## Appendix 2 (MSc Health Sciences):

### 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
Approved Calculators	n/a	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 models are Casio FX-570 and Casio FX-85GT Plus. These may be purchased from any source and no longer need to carry the University logo.
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 <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.
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: <a href="http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594">http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594</a>
Parking Costs	n/a	Students using their own vehicles will need to make their own arrangements for parking and pay for this where appropriate.