Faculty of Medicine and Health Sciences
Postgraduate Courses
2015-16 Entry
Contents

01 Welcome to the Faculty of Medicine and Health Sciences
02 Why Study With Us?
04 Research Degrees
06 Norwich Research Park

Our Courses
10 BSc Acute, Critical and Emergency Practice
11 BA Leading Innovation for Clinical Practitioners
12 MSc Advanced Musculoskeletal Research and Practice
13 MSc Advanced Practitioner
14 MA Clinical Education, MClinEd
15 MSc Clinical Research
16 Doctorate in Clinical Psychology, ClinPsyD
17 MRes Clinical Science
18 MSc Health Economics
19 MSc Health Research
20 MSc Leadership in Dementia Care
21 MA Leading Innovation for Clinical Practitioners
22 MSc Occupational Therapy
23 MSc Physiotherapy
24 MS Coloproctology
26 MS Oncoplastic Breast Surgery
27 MSc Regional Anaesthesia
28 Continuing Professional Development (CPD)
30 Life at UEA
32 Norwich and the Region
34 Applying to UEA
35 Visiting Us

www.uea.ac.uk/hsc
Welcome to the Faculty of Medicine and Health Sciences

This brochure describes the broad range of the University of East Anglia’s Faculty of Medicine and Health Sciences post-registration and postgraduate taught degree programmes. It also includes details of our continuing professional development and research programmes.

The programmes are designed to support healthcare professionals in developing their practice for the benefit of patients. They are also intended to underpin career development and support workforce-wide learning by enabling those engaged in professional education to disseminate their learning to colleagues.

The University of East Anglia (UEA) is a research-intensive university; all of our programmes are research-informed with the aim of using current and emerging evidence to inform practice. We also strive to consider your learning within the evolving NHS context and global innovations in health and social care.

The Faculty of Medicine and Health Sciences is composed of the School of Health Sciences and Norwich Medical School. Our programmes take an inter-professional approach; many of our programmes allow nurses, midwives, allied health professionals and doctors to learn alongside each other and benefit from vital peer-to-peer learning and the building of professional networks.

It is increasingly the case that our learning cohorts will consist of professionals drawn from acute and community settings, care professionals employed by local authorities and clinicians and managers from the social enterprise and charitable sectors – thereby reflecting the multi-faceted, and increasingly integrated nature of health economies across the East of England, nationally and internationally.

We seek to set demanding standards for UEA professional education students. A UEA post-registration or postgraduate qualification will be a marker to employers that you have engaged with a rigorous and high-quality educational programme. In return we expect healthcare professionals to challenge our academics to craft and shape their programmes in a way which responds to your clinical and leadership context. We believe professional education is a partnership between the learner and the educator, and should actively involve your line manager, colleagues and patients to help ensure you maximise the outputs from your programme.

One area of particular importance for healthcare professionals engaged in career-long learning is work-life balance. UEA’s professional education programmes increasingly contain forms of learning that enable you to fit your studies around other commitments. For example, many of our programmes include e-learning components in addition to interactive face-to-face learning on our parkland campus on the outskirts of Norwich.

We look forward to welcoming you as a student in the Faculty of Medicine and Health Sciences. We aim to create a learning relationship with all of our clinical students that span their careers. We want to hear your feedback on our programmes and on how your workplace is evolving to enable us to work in close partnership with you as healthcare professionals to deliver educational programmes that positively impact on your patients, your career and your organisation.

Jim Gazzard
Professor of Workforce Futures and Associate Dean for Postgraduate Taught Programmes
E J.Gazzard@uea.ac.uk
Why Study With Us?

The University of East Anglia offers a unique and fulfilling environment to live and learn in.

A centre of teaching excellence and world-leading research, we are acknowledged as one of the best universities in the UK for student satisfaction (Times Higher Education Student Experience Survey 2014) and achieve consistently high ratings for student satisfaction in the National Student Survey. We are rated a top 15 university (Guardian University Guide 2015) and sit among the finest one per cent of higher education establishments in the world (Times World Rankings 2013).

As part of that UEA success story, the Faculty of Medicine and Health Sciences provides a stimulating environment in which high-quality, innovative research flourishes across a broad spectrum of themes. This vibrant culture provides a base for our research-led teaching and underpins all our activities, from influencing government policy to presentations at local schools.

Together, our students and staff share a common vision and sense of purpose: to work and study effectively in the ceaseless challenge to improve health care.

To that end, multi-disciplinary Schools at UEA offer a wide range of postgraduate courses, many of which are designed to equip practitioners with the knowledge and skills required for the health service of the future. We work hard to reinforce our reputation for innovation in our teaching methods with high-quality, cutting-edge research informing our teaching content and new interdisciplinary programmes, which are open to international students (unless otherwise stated).

We are proud to be consistently highly rated for teaching excellence by our postgraduate students who enjoy a thriving supportive community with excellent resources, underpinned by the strong partnerships we have formed with local NHS Trusts, which enable our clinically-oriented courses to be both relevant and cutting edge.
World-Leading Research

The Faculty of Medicine and Health Sciences provides a vibrant environment for high-quality research, covering all aspects of the UK Clinical Research Collaboration pipeline and leads to economic and societal benefits. We have research strengths in: clinical medicine (especially gastroenterology, medical microbiology, musculoskeletal science, cardiovascular medicine and prostate cancer); epidemiology and public health; health services research (including primary care); dietary influences on health; nursing and rehabilitation sciences; and clinical psychology.

The science and impact of our research is enhanced by our collaborations across the Norwich Research Park, which also provides access to an associated range of shared state-of-the-art research facilities.

Our research is underpinned by expertise in a comprehensive range of relevant methodologies including medical statistics, health economics and qualitative research methods. Together with the Norfolk and Norwich University Hospitals NHS Foundation Trust (NNUH), we host the UKCRC fully-registered Norwich Clinical Trials Unit. The Faculty is also home to the Norfolk and Suffolk hub of the East of England Research Design Service.

Researchers in the Faculty hold research grants from national and international bodies including the UK Research Councils, the National Institute for Health Research (NIHR), the European Union, the Wellcome Trust and other major funders of health research. We are partners in the Eastern Academic Health Science Network and the NIHR Collaboration for Leadership in Applied Health Research and Care for the East of England.

Research conducted at UEA has generated changes in policy and practice, underpinned clinical guidelines and has been exploited commercially to bring economic and health benefits.

Facilities

Across the Faculty of Medicine and Health Sciences there has been extensive investment in infrastructure. This includes the following resources:

- Biomedical Research Centre providing laboratory facilities, including a category 3 microbiology containment laboratory;
- Clinical Research Trials Unit (CRTU) with an NHS-funded manager supported by an NHS-funded dedicated database and IT post. Fully operational since 2007, the Unit provides logistic and recruitment support for clinical trials and observational epidemiological research and has recently been awarded Provisional Registration status by the UKCRC;
- Movement and Clinical Exercise Facility including biomechanics, neurophysiology, muscle function evaluation and exercise physiology;
- Strong presence of medical statisticians;
- Four computing technicians and a database officer who develops project-specific software;
- Bioinformatics Research Fellow with expertise in interrogating bibliographic databases, in support of systematic reviews;
- A wide range of epidemiological and medical databases, 300+ direct-subscribed healthcare journals available electronically, 200+ print titles available via UEA and NNUH libraries, walk-in access to resources of the John Innes Centre (JIC) and the Institute of Food Research (IFR) library and 9000+ health-related titles with total or partial access to e-content;
- Spacious accommodation for postgraduate students on campus close to academic staff/supervisors;
- Access for postgraduate students to Master's level modules in epidemiological/social science methods, laboratory and/or pedagogic research methods.

As one of six partner institutes on the Norwich Research Park, UEA's collaboration with the John Innes Centre, the Institute of Food Research, The Genome Analysis Centre, The Sainsbury Laboratory and the Norfolk and Norwich Hospitals NHS Foundation Trust greatly extends the depth and breadth of our local scientific network, exemplified by shared students, joint projects and seminar programmes. This alliance also provides all researchers across the Park with unparalleled access to shared and coordinated research facilities.

First-Class Teaching

The standing of the University's postgraduate programmes is confirmed by the rigorous process of external assessment by the Quality Assurance Agency for Higher Education (QAA) and by a framework of external peer review. Our most recent Institutional Audit by the QAA in 2009 gave us the highest possible ranking, confirming the University's academic standards and the quality of students' learning opportunities. The majority of our departments which have undergone teaching quality assessments have achieved "excellent" ratings.

Funding

Means-tested bursaries funded by the NHS are available for all UK students on the MSc Occupational Therapy and Physiotherapy programmes with a number of graduate studentships offered annually by the University. In addition, the Faculty often has other scholarship opportunities available for students based on merit. NIHR-funded places are available for nurses, midwives and AHPs on the MSc Clinical Research and there may be some NHS-funded places available for post-registration study (please contact your Trust for further details).

Careers and Employability

We are dedicated to placing you in direct contact with industry and potential employers and offer a full range of services designed to aid your transition into employment. For more information turn to page 31.
As a postgraduate research student you will be a key member of one of the Faculty’s research programmes that aim to enhance the health, quality of life and the experience of care of people and the populations in which they live.

Our expertise and research is world leading and not only informs government policy whilst developing and delivering patient care, but also accounted for more than £42 million in external funding last year alone, across 287 live projects. In the Research Assessment Exercise 2008, 78 per cent of our research was assessed as being of internationally excellent.

We have a proven track record in conducting research in: clinical and biomedical fields; psychology; public health; primary care and other health services; health economics; and in the rehabilitation and management of long-term conditions.

We also encourage and support work across the Faculty and capitalise on the strengths in each of the Schools: Norwich Medical School and the School of Health Sciences as well as the partner institutes on the Norwich Research Park (NRP).

Our postgraduates tell us that they benefit greatly from the research collaboration, mentoring and networking within that group of academic staff and other postgraduate students across these exciting research programmes. The PGR directors and individual academics in each School of Study welcome informal research enquiries from applicants interested in the Master’s by Research, MPhil and PhD and ClinPsyD.

Research Community and Facilities

UEA is part of the Norwich Research Park, which is one of the outstanding centres for scientific research in the UK. The NRP, including UEA, has 3,000 scientists and 15,000 students and is the UK’s highest concentration of highly-cited scientists outside London and Oxbridge. UEA is also adjacent to the Norfolk and Norwich University Hospital, which is amongst the largest in the UK. The facilities provide an outstanding environment for postgraduate students in biomedical and health sciences.

Today, our Faculty has over 200 postgraduate students registered across all research degrees and over the last three years, together with partners on the NRP, we have attracted new grants to the value of £42 million from Research Councils. Our postgraduate community across these schools is thriving, working with world experts in challenging health and biomedical research. Members of the Faculty work closely with other researchers and scientists across the University and across the member organisations of the NRP.

Postgraduate research in the Faculty is led by the Associate Dean for Postgraduate Research who takes overall responsibility for the student experience, ensuring the best quality supervision, mentoring and training.

Graduate School Facilities

PGR students have access to dedicated PGR study space and to appropriate facilities and equipment relating to the nature of the research to be undertaken. In addition, there is access to dedicated PGR training/ seminar/lecture space on the top floor of the Zicer Building, which caters specifically for PGR students’ researcher development programmes. All PGR students have access to the University library, which has a separate PGR study area, and all postgraduate research students registered in the Faculty of Medicine and Health Sciences automatically become members of the Graduate School. Membership will give you opportunities to become part of a wider community and enrich your academic experience.

http://www.uea.ac.uk/health/graduate-school

Training

The Faculty’s Personal, Professional and Development Training Programme enables you to work together with your supervisors to produce an individual training plan, which will equip you to undertake and complete your research programme and develop transferable skills to help maximise your career opportunities. For ClinPsyD trainees, training is provided as an integrated part of the three-year programme.

Research Programmes

Research in Norwich Medical School, in partnership with the other institutions on the NRP, aims to establish a world-class reputation in highly focused, selective areas of research making use of the Research Park as a science discovery engine.

We drive clinical translational research through the partnership and use health services research and evaluation from the School’s researchers to improve patient outcomes and stimulate economic growth. Within the Medical School there are strengths in gastroenterology, microbiology, musculoskeletal medicine, nutrition, cardiovascular research, public health, epidemiology, health economics, clinical psychology and mental health.

In the School of Health Sciences, research in rehabilitation sciences is aligned within multi-professional teams focusing on rehabilitation and participation with a particular emphasis on communication, restorative neurology, musculoskeletal function, clinical exercise physiology and living with long-term conditions. Research in nursing sciences is focused in three (interlinked) themes: improving access; community and family health; and health in later life. Methodological expertise is in systematic reviews, randomised controlled trials and mixed methods research including qualitative approaches which explore service user perspectives.
PhD and MPhil Programmes
Supervised research degrees are awarded on the basis of a thesis and examination. All our full-time and part-time research degrees are supported through active collaboration between supervisors, researchers, clinicians and research students. An ethos of multi-disciplinary health care underpins our approach. Entry requirement is a 2:1 degree or above, or a Master’s degree in a professional field or related health and social care area or equivalent.

PhD by Publication
If you have an established track record of research, you may be eligible for a PhD by Publication. You would normally be registered part time for a period of at least six to 12 months.

Doctorate in Clinical Psychology (ClinPsyD)
This three-year full-time programme qualifies you to apply for registration with the Health and Care Professions Council, Chartered Membership of the British Psychological Society and for employment in the NHS as a clinical psychologist. The course integrates clinical practice with academic training and research. You will have supervised clinical placements throughout the course. Entry requirement is a 2:1 degree or above, Graduate Basis for Chartered Membership with the British Psychological Society, at least one year’s relevant clinical experience, and you must be able to demonstrate an understanding of the specific role of the clinical psychologist in the health service and your suitability for this career. All applications must be made through the national Clearing House for Clinical Psychology, www.leeds.ac.uk/chpccp

Doctor of Medicine (MD)
This is a postgraduate research degree programme for those already registered with the General Medical Council. You would normally be registered for a period of two years part-time advanced study prior to submission of either a thesis or a substantial body of published work, which will make an original contribution to the field in some subjects of medicine. Entry requirement is medically qualified, with at least two years’ relevant clinical or scientific post-qualifying employment, which provides the basis for submitted work.

MSc by Research
A programme for a senior clinician, healthcare practitioner, service user, carer or charitable organisation employee wishing to further personal and professional development needs by developing research skills, whilst contributing to your organisation’s modernisation agenda. We offer full-time study of one year or part-time study of two years. Entry requirement is a 2:1 degree in a professional field or a related health and social care area or equivalent.

International applicants should see our website for English language requirements.

Programme Structure
MPhil, PhD, MSc by Research
All our supervised research degrees are awarded on the basis of a thesis and oral examination and can be studied full time or part time. MPhil students are registered for two years full time or four years part time, PhD students are registered for three years full time or six years part time, MSc by Research students are registered for one year full time or two years part time (ideal for those seeking research training for progressing to a PhD).

Who is the Programme for?
Our postgraduate research degrees are for highly-motivated and capable graduates who wish to pursue a career as an independent researcher in academia, industry, or the public or private sector. Our research students work closely with a supervisory team which has the relevant subject and/or methodological expertise and will guide and advise throughout their period of study and with writing up of their thesis.

Programme Aims
We aim to develop highly-skilled researchers who are able to work independently by providing them with an innovative, challenging intellectual environment in which they can develop their experience and expertise in a range of academic and professional specialties.

Teaching and Assessment
The PhD involves a research-based programme of work under supervision where the student advances knowledge and understanding in a chosen subject, resulting in an 80,000-100,000 word thesis. A PhD usually takes three to four years to complete. The MPhil is a shorter research-based programme leading to a 50,000-60,000 word thesis and completed usually within two to three years. Assessment is based on the production of a thesis and oral examination (viva).

Developing professional transferable skills is an important part of becoming an effective researcher and making a successful transition into future careers. We offer an innovative researcher development programme, which includes a wide range of courses to support your MPhil or PhD and longer-term career goals.

Course Directors
For MPhil/PhD and MSc by Research
Norwich Medical School
Dr Colin Kay
E Colin.Kay@uea.ac.uk
(for lab-based research)
Professor Andy Jones
E A.P.Jones@uea.ac.uk
(for non lab-based research)

School of Health Sciences
Dr Kenda Crozier
E K.Crozier@uea.ac.uk

Work-Life Balance
Our research degrees can be taken part-time allowing postgraduate research study to be undertaken whilst in employment. All PGR students benefit from being members of a vibrant postgraduate community at UEA offering outstanding sporting, recreational and social activities.

Careers and Employability
With an increasing emphasis being placed on the employability of students, UEA is committed to equipping you with the vital research and transferable skills you will need for your postgraduate research and beyond. Our postgraduate students go on to pursue highly successful post-doctoral careers in academia, industry, the public or private sector in the UK and abroad, including the World Health Organization.
We are extremely proud to be a partner of the Norwich Research Park, one of Europe’s leading centres for research and development in plant and microbial sciences, food, bio-medical, environmental sciences, computer and information systems and chemistry.

The other Norwich Research Park partners are three BBSRC-supported research institutes: the John Innes Centre, the Institute of Food Research and The Genome Analysis Centre, along with The Sainsbury Laboratory and the Norfolk and Norwich University Hospitals NHS Foundation Trust (NNUH). Together we are fourth in the UK for the number of “most highly cited scientists” measured by research discipline. The Park is also home to a growing number of small science and technology-based companies. This is destined to grow rapidly with increasing investment to support enterprise and commercial activity over the next two years.

The main strength of the Norwich Research Park is the concentration of world-leading scientists coupled with the capability for multidisciplinary research. We continue to build on this by attracting new partners and innovative businesses to the Park to collaborate in our research and to develop our vision.

The vision of the Norwich Research Park partners and local government stakeholders is to develop a thriving science and innovation business park by supporting spin-out and start-up companies and attracting inward investment from large corporate organisations involved in science and technology.

The Norwich Research Park is home to around 30 science and IT-based businesses. With over 11,000 people including 2,700 scientists and an annual research spend of over £100 million, the Norwich Research Park is Europe’s leading centre for research in food, health and the environment. The companies are located either in the Norwich BioIncubator, the Norwich Research Park Innovation Centre or hosted by one of the Park member organisations.

www.norwichresearchpark.com

Institute of Food Research

The Institute of Food Research (IFR) is the only publicly funded UK research institute that focuses on the underlying science of food and health.

IFR’s mission is to be an international leader in research that addresses the fundamental relationships between food and health, food and the gut and the sustainability of the food chain in order to further the production of safe, healthy foods.

Its research focuses on how food structure and bioactive compounds influence health and reduce the risk of chronic disease, and how the gut, the gut lining and our resident gut bacteria maintain health throughout life. It also studies the fundamental biology of pathogenic foodborne bacteria, to ensure a safe food supply, and exploitation of food waste, to increase food chain sustainability.

IFR works collaboratively with partners on the Norwich Research Park, and other universities and research institutes in the UK, EU and across the world. It works closely with the food industry, clinicians and policy makers to ensure impact of our research in maintaining health.

Postgraduate training is an integral part of IFR’s mission, and aims to provide the students with transferable skills usable in a wide variety of career paths, with opportunities to work with industrial partners and clinicians. Close links with UEA ensure high standards of supervisory practice and mentoring for graduate students, access to training and development courses, and the student experience at this top-rated university.

In 2017, IFR will move into a new state-of-the-art building at the heart of the Norwich Research Park. Researchers from IFR, UEA and NNUH will be brought together in a new, world-leading centre for food and health research.

www.ifr.ac.uk
John Innes Centre
The John Innes Centre (JIC) is dedicated to generating knowledge of plants and microbes through innovative research, to applying its knowledge to benefit agriculture, the environment, human health and well-being, and to engaging with policymakers and the public. The Centre is also committed to training scientists for the future.

The JIC is a dynamic, multinational community of scientists and students and its reputation for scientific research is known worldwide, attracting some of the best and brightest students from around the globe. As a major centre, the site attracts funding to maintain a broad range of state-of-the-art facilities that include specialist laboratories and controlled environment suites. It has an ongoing laboratory development programme and provides, or has access to, key platform technologies that underpin its science. It has for example, invested heavily in electron and confocal microscopes, spectroscopy equipment and the advanced robotics and bioinformatics required for genomic, proteomic and metabolomic science. The extensive facilities include a 200-acre farm, the latest laboratories, glasshouses, conference centre and library.

The JIC is an international centre of excellence in plant science and microbiology that sees over 200 refereed publications each year appearing in high-impact journals such as Nature and Science. Research makes use of a wide range of disciplines in biological and chemical sciences, including microbiology, cell biology, biochemistry, chemistry, genetics, molecular biology, computational and mathematical biology. The Centre is home to 400 scientists and support staff including eight Fellows of the Royal Society.

Support is given to PhD students via an interactive supervisory team and professional training and career development staff.

www.jic.ac.uk

The Sainsbury Laboratory
The Sainsbury Laboratory (TSL) is a world-leading research institute working on the science of plant-microbe interactions. TSL has developed an enviable reputation for the quality of its fundamental scientific research but is also committed to delivering science solutions that reduce crop losses to important diseases. TSL favours daring, long-term research and has state-of-the-art technologies and support services to enable cutting-edge science. The Laboratory provides an outstanding training environment that prepares postgraduate students, postdoctoral scientists and early career project leaders to excel in their careers. Many scientists who have passed through the Laboratory have continued their careers in prestigious laboratories and institutes around the world.

The Laboratory’s main goals are to:
- Make fundamental discoveries in the science of plant-microbe interactions;
- Build on fundamental scientific research and deliver science solutions that reduce crop losses to important diseases;
- Provide an outstanding training environment that prepares scientists who pass through the Laboratory to excel in their careers.

From its inception, TSL has been generously supported by the Gatsby Charitable Foundation. Research topics include: plant disease resistance genes; the biology of pathogen effector proteins; innate immune recognition in plants; signalling and cellular changes during plant-microbe interactions; plant and pathogen genomics; and biotechnological approaches to crop disease resistance.

www.tsl.ac.uk

The Genome Analysis Centre
The Genome Analysis Centre (TGAC) is a vibrant, contemporary research institute working in an area of rapid technological development and innovation. TGAC is a specialist in genomics, including DNA sequencing and whole genome scale analysis and in bioinformatics for analysis and interpretation of sequencing data, particularly in plant, animal and microbial science. Its work drives and enables advances in bioscience applications, particularly focused on food, health and the environment.

TGAC is a centre of national capability, committed to applying genomics knowledge and expertise through enterprise, collaboration and skills development to advance scientific knowledge and promote economic growth. It has a diverse team including genomics scientists, technologists and bioinformaticians.

The Institute’s research priorities align with those of the Biotecnology and Biological Sciences Research Council, to address the grand challenges to the UK of maintaining food security, life-long health and well-being, energy security and living with environmental change, through the application of genomic technologies. The Institute is a leading member of several international consortia, resulting in high profile publications on the genomes of swine, barley and wheat.

Staff and students have access to a unique combination of state-of-the-art genomics and computing platforms. The Institute’s DNA sequencing facility operates multiple complementary technologies for data generation and is an early adopter, developing and implementing new technologies to both generate and analyse new types of data. TGAC is a UK hub for innovative bioinformatics, specialising in tackling multiple complex data sets. The Institute hosts one of the largest computing hardware facilities dedicated to life science research in Europe, composed of multi-petabyte storage capacity, a high performance cluster and large-memory server enabling the allocation of processes requiring multiple terabytes of computing memory.

www.tgac.ac.uk
Faculty of Medicine and Health Sciences

Our Courses

Post-Registration Degrees and Diplomas
10 BSc Acute, Critical and Emergency Practice
11 BA Leading Innovation for Clinical Practitioners

Interdisciplinary Taught Programmes
12 MSc and PGCert Advanced Musculoskeletal Research and Practice
13 MSc Advanced Practitioner
14 MA Clinical Education, MClInEd
15 MSc Clinical Research
16 Doctorate in Clinical Psychology, ClinPsyD
17 MRes Clinical Science
18 MSc Health Economics
19 MSc Health Research
20 MSc Leadership in Dementia Care
21 MA Leading Innovation for Clinical Practitioners
22 MSc Occupational Therapy
23 MSc Physiotherapy

Master’s Degrees by E-Learning
24 MS Coloproctology
26 MS Oncoplastic Breast Surgery
27 MSc Regional Anaesthesia
The Acute Critical and Emergency Practice (ACE) course was established in response to local demand to provide development opportunities for staff working in acute, critical or emergency care areas.

Length of Course:
Up to five years part time, usually consisting of 12-week modules provided by six study days on alternate weeks.

Entry Requirements
Diploma level studies. You should be able to demonstrate that you work in an appropriate clinical environment which will enable the learning outcomes to be completed, have support from your employer and show evidence of recent study.

How to Apply
Applications can be made via: www.uea.ac.uk/study/postgraduate/apply

If you require assistance with your application, please email: fmh.cpd@uea.ac.uk or call: +44 (0)1603 597199.
See page 34.

Fees and Funding
If you are employed by a Healthcare Provider within the East of England your fees may be funded through post-registration contract funds. You must have the approval of your line manager. If you are unsure whether your organisation has access to post-registration funding please contact us on +44 (0)1603 597199 or email fmh.cpd@uea.ac.uk. Self-funding applicants, or those being funded directly by their employer, are also welcome.

Course Director
Dr Rebekah Hill
E Rebekah.Hill@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see: www.uea.ac.uk/hsc/pgt

Who is the Course for?
The programme aims to develop skills, knowledge and understanding in order to enhance the care of the critically ill and is designed for access by a range of healthcare professionals working in acute settings from nurses and operating department practitioners to paramedics.

Course Content and Structure
You will be able to choose from a range of pathways including Accident and Emergency, Cardiology, Intensive Care, and Practitioners Acute Care Skills. The range of modules integrates theory and practice to support the development of enhanced clinical reasoning to underpin the effective assessment and management of patients presenting with critical illness and complex needs.

This is an academic qualification, not a professionally recorded or registered provision. The course comprises a range of modules, the core elements of which are delivered and assessed in a variety of ways, enhancing its accessibility, diversity and popularity. Core modules are based on nationally recognised competencies, which include the Manchester Critical Care competencies (Greater Manchester Workforce Development Confederation, 2001), the Knowledge and Skills Framework (DH, 2004) and QAA (2001).

The degree programme consists of 120 credits, which must comprise the core elements of:

Pathophysiology: this 20 credit module will enable you to expand your knowledge of systemic/cellular/chemical homeostasis in health and homeostatic imbalances in illness. You will then be able to apply this knowledge to underpin your practice to the benefit of patient care;

Clinical Assessment: the new critical care module aims to increase flexibility for the student and service provider; enhance access to multidisciplinary staff; provide a post graduate education facility for those in critical care areas and better meet the guidance offered in current benchmark documents.

There is a need for a more generic approach toward the provision of critical care education following the publication of national guidance, which indicates the future work force needs universal core competencies and knowledge, best achieved via a multidisciplinary critical care module. The module consists of a six-month critical care module delivered electronically and with monthly attendance days and will be available at level 6 and 7.

The module will consist of monthly system themes: Cardiology, Respiratory, Nephrology, Neurology, Gastrointestinal and End of Life Issues. Each system will be supported by information delivered electronically, formative tests and all followed by attendance days consisting of scenario based sessions;

Accident and Emergency: focuses on research-based in-depth knowledge and developing the clinical skills required to competently assess, plan, implement and evaluate the specialised nursing care of A&E patients;

Intensive Care: focuses on the research-based in-depth knowledge and clinical skills required to competently care for patients needing a wide range of intensive care therapies and to support the family and staff. It also aims to develop those with advanced skills to evaluate practice and develop the capacity to act as a change agent, with self-awareness in order to play an effective role within the multi-disciplinary team;

Coronary Care: focuses on the development of the evidence-based in-depth knowledge and clinical skills required to competently care for both patients requiring a wide range of cardiac therapies and the support of the family and other members of the multi-disciplinary team. There is a high emphasis on skill development, ECG recognition and critical thinking in relation to promoting change in nursing practice;

High Dependency Unit and Recovery: focuses on the development of in-depth knowledge and clinical skills required to competently care for patients requiring a wide range of critical care facilities. It empowers practitioners to make complex, logical and critical decisions relating to the planning, delivery and evaluation of care thus improving patient outcomes;

Practitioners Acute Care Skills: provides the necessary knowledge and skill to assess, plan and evaluate care for patients who have the potential to deteriorate. You will learn the importance of acknowledging your own limitations and to recognise the input that other professionals and services can have. You will also write a dissertation (20 or 40 credits depending on its length) and be able to choose other modules, depending on the pathway chosen.
This programme will equip you with the academic skills required of a graduate as well as the competencies required for a clinical leader.

Who is the Course for?
The programme is a ‘top up degree’ comprising 120 credits at level 3 (this is equivalent to the third year of an undergraduate programme).

The Clinical Leadership Competency Framework (Department of Health, NHS Institute for Innovation and Improvement 2011) is integrated into all the teaching and learning activities across the programme. You will be supported to develop and maintain a portfolio evidencing your prior and concurrent leadership achievement of the competencies to the level of ‘Experienced Practitioner’. The approach will empower you to develop creative and innovative ways of working in order to improve the quality of care and the patient experience.

Course Content and Structure
All of the modules are compulsory and should be accessed in the appropriate order. This reflects the “building blocks” approach of the programme to developing your leadership practice.

An additional feature of the programme is the inclusion of action inquiry activities to help you to link your learning at the individual, team and organisational levels. You will also have access to support networks including mentors and coaches from the Trust’s pool or a nominated expert practitioner for workplace support. The whole programme ethos of a tripartite approach to teaching and learning is aimed at embedding your learning within the workplace at the point of care.

Year 1
The first module of the programme focuses on activities, which will help you to develop a critical understanding of your own leadership behaviours and how they may impact on others. You will be required to undergo a 360-degree facilitated feedback for this module. The second module within this year focuses on developing your understanding of the political, policy and business drivers for the delivery of quality health care. The final module will help you to develop your knowledge and skills of strategic change management.

Year 2
The first module of this year focuses on service improvement and innovation and will help you to further develop your skills and knowledge of the use of service improvement tools to bring about quality health care change. The final, 40 credit module of this year provides you with the opportunity to apply your skills and knowledge to complete a substantial project and to examine/evaluate its impact, or likely impact, on care provision and the patient experience.

Practitioners wishing to access the programme or gain accreditation against elements of the programme will be supported in mapping their evidence against the Clinical Leadership Framework, aiming to enable leaders/aspiring leaders to access at the most appropriate point and level within the programme, taking account of past and current competencies and learning, and individual and organisational specific needs. Clinical leaders can undertake elements of the programme, rather than the whole programme, according to the individual’s profile.
MSc Advanced Musculoskeletal Research and Practice

Who is the Course for?
This programme enables graduates to provide excellent health services and care for people with musculoskeletal disorders such as osteoarthritis, rheumatoid arthritis, back and neck pain, osteoporosis, soft tissue disorders or injuries commonly related to work, sport or traffic accidents.

Teaching and Assessment
The programme uses a range of teaching and assessment methods and will integrate theory and practice through formal presentations, practical workshops, group discussions and self-directed research. It provides a unique opportunity for you to focus your learning on topics directly relevant to your workplace and current or intended scope of clinical practice. This is achieved by supporting you to choose from a range of 15 themed study days, which comprise the two core musculoskeletal modules and a further range of optional modules which include self-directed or work-based learning modules.

Professional and Career Impact
Recent graduates of our programme have used their qualification to secure senior positions within the NHS, academic institutions and private health service settings.

“... was challenging, interesting and inspiring. It felt like I was climbing Mount Everest but I always knew the teaching team were above, supporting me. It has increased my confidence, changed my practice and my career.”
Su Boardman, Senior Lecturer, Paramedic Science, School of Health and Social Work, University of Hertfordshire

For further information T: +44 (0)1603 591515
E: admissions@uea.ac.uk
www.uea.ac.uk/hsc

Length of Course:
One year part time (PG Certificate)
Three years part time (MSc)

Entry Requirements
A degree carrying with it a qualification in a healthcare profession (and appropriate professional experience) or state registration with a recognised health profession council together with appropriate professional experience. International students should refer to page 34 or our website for English language requirements.

How to Apply
Applications can be made via:
www.uea.ac.uk/study/postgraduate/apply
See page 34.

Fees and Funding
Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:
www.uea.ac.uk/hsc/pgt
and at:
www.uea.ac.uk/study/pgt/scholarships

Course Director
Jo-Anne Geere
E: Jo.Geere@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:
www.uea.ac.uk/hsc/pgt

Www.uea.ac.uk/hsc/pgt
Up-to-date course information, please see:
Programmes of study are regularly
reviewed and updated – for the most
up-to-date course information, please see:
www.uea.ac.uk/hsc/pgt
Jo-Anne Geere
See page 34.
Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:
www.uea.ac.uk/hsc/pgt
and at:
www.uea.ac.uk/study/pgt/scholarships
Course Director
Jo-Anne Geere
E: Jo.Geere@uea.ac.uk
Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:
www.uea.ac.uk/hsc/pgt
This postgraduate taught programme is aimed at nurses, midwives, paramedics, emergency care practitioners, pharmacists, community matrons and other allied healthcare practitioners who are advanced practitioners or will be expected to fulfil an advanced practice role.

Who is the Course for?
Advanced practitioners provide services for people with undifferentiated, undiagnosed healthcare problems through to the management of long-term conditions. They may receive, diagnose, treat and discharge or refer patients. The course emphasises practice development and enhanced proficiency in clinical skills, as well as leadership, policy, and independent and practitioner-led evidence-based practice. The programme will give you the advanced theoretical and clinical expertise you need to take your career to the highest level and meet the ever-changing needs and challenges of modern practice. Additionally, the course will emphasise the enablement of students to influence a workplace culture of effectiveness and efficiency.

As an experienced practitioner, you must have the most up-to-date skills and knowledge relevant to your own specific interests. Changes in health care mean you now also need to have a more dynamic, multi-disciplinary understanding of all areas of practice – giving you both generic and specialist expertise.

We use a broad, multi-disciplinary approach to ensure that what you learn is both relevant to your own interests as well as the demands of modern health care. You will also meet regularly with students from other Schools within our Faculty of Medicine and Health Sciences as part of an inter-professional philosophy, which encourages good communication and a greater understanding of different roles within the health care sector.

Length of Course:
Two years part time

Entry Requirements
A degree (minimum 2:2 or equivalent) carrying with it a qualification in a healthcare profession.
State registration with a recognised health profession council together with appropriate professional experience.
International students should refer to page 34 or our website for English language requirements.

How to Apply
Applications can be made via:
www.uea.ac.uk/study/postgraduate/apply
See page 34.

Fees and Funding
Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:
www.uea.ac.uk/hsc/pgt
and at:
www.uea.ac.uk/study/pgt/scholarships

Course Director
Janice Mooney
E: J.Mooney@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:
www.uea.ac.uk/hsc/pgt
MA Clinical Education, M ClinEd

Length of Course:
M ClinEd – one year full time, three years part time
PGDip – one year full time, two years part time
PGCert – one year part time

Entry Requirements
A degree (minimum 2:2 or equivalent) carrying with it a qualification in a health care profession. State registration with a recognised health profession council together with appropriate professional experience. International students should refer to page 34 or our website for English language requirements.

Alternative Qualifications
This course is also open to medical students wanting to intercalate after the fourth year of their MB BS/MBChB. Acceptance of those who do not possess the formal qualifications normally required will depend on their general educational qualifications, professional experience and demonstrated capacity to benefit from the course.

How to Apply
Applications can be made via: www.uea.ac.uk/study/postgraduate/apply
See page 34.

Fees and Funding
Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:
www.uea.ac.uk/hsc/pgt
www.uea.ac.uk/study/pgt/scholarships

Course Director
Kelly Walker
E Kelly.Walker@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:
www.uea.ac.uk/hsc/pgt

This programme offers busy health and social care professionals an opportunity to explore and develop their role as educators of undergraduate and postgraduate professionals. It is a joint initiative, developed by the School of Health Sciences and Norwich Medical School. It builds on the existing reputation of the Faculty of Medicine and Health Sciences for inter-professional teaching and learning.

Who is the Course for?
This programme is highly relevant for all practising health and social care professionals, at any stage in their career, with an education role, such as clinical and educational supervision, mentorship, training, assessment, and educating others within their practice. We also offer the option of a Postgraduate Diploma and Postgraduate Certificate in Clinical Education.

Programme Aims
It enables health and social care professionals to develop their skills in teaching and supporting the learning of others in clinical practice and/or higher education. Students will explore advances in both theory and practice in clinical education and apply their knowledge through practical design and development of teaching and inquiry methods.

Course Structure of a Part-Time Route
Year 1 Modules (PGCert)
- Self-development in Clinical Education
- Introduction to Curriculum Design and Delivery
- Practice-based Teaching, Learning and Assessment.

Year 2 Modules (PGDip)
- Introduction to Research Methods
- Further Quantitative Research Methods or
- Further Qualitative Research Methods
- Leading Contemporary Clinical Education.

Year 3 (Years 1, 2 and 3 Master’s)
- Dissertation.

Teaching and Assessment
The compulsory clinical education module for the postgraduate certificate takes you on a journey, which begins with exploring how you learn and how you might use this knowledge to facilitate learning in others. This is built upon in the second module as you apply the theory to design a curriculum for a teaching and learning experience. Finally, the third module specifically applies the principles of teaching, learning and assessment to your individual professional roles. Throughout the programme you will collate and map evidence to the relevant Professional, Statutory and Regulatory Body’s standards and frameworks and in particular the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education. Each module is structured slightly differently combining a mix of face-to-face contact time, group and individual tutorials, and on-line distance learning. The opportunity for the face-to-face contact is one of the strengths of the programme, facilitating immediate feedback and collaboration within a supportive teaching and learning environment. What also sets these programmes apart is the diverse range of students we attract – from junior clinicians to senior consultants, in every field of health and social care. This learning experience is further enhanced by the diversity of professionals who contribute to the teaching, which embraces the culture of inter-professional practice. The module assessments include written assignments, presentations and portfolios of evidence.

Work-Life Balance
We are aware that juggling work, life and study can be challenging and we will do what we can to support you through this transition. In order to reduce the time taken out of work, the essential face-to-face contact time is kept to a minimum and, where possible, condensed into full contact days so the number of visits to UEA is reduced. The on-line elements can be accessed from home or work to create more flexibility.

Professional and Career Impact
The course will give you the knowledge, skills and confidence to be more effective in your educational role. You will be motivated to bring about change and promote excellence in clinical education. This often leads to enhanced employment opportunities and promotion into educational leadership roles. The successful completion of the three Postgraduate Certificate modules confers eligibility for Fellowship of the Higher Education Academy. Successful completion of the Postgraduate Certificate is also accredited by the Chartered Society of Physiotherapy for Accreditation of Clinical Educators, the College of Occupational Therapists for Accreditation of Practice Placement Educators, and SCoR for the Practice Educator Accreditation Scheme.
MSc Clinical Research

For further information T +44 (0)1603 591515
E admissions@uea.ac.uk
www.uea.ac.uk/hs

Length of Course:
Master’s – Full time over one year or part time over three years
Postgraduate Diploma – Full time over one year or part time over two years

Entry Requirements
You should have or expect to obtain a degree (minimum 2:2 or equivalent) in a healthcare profession. We will also consider applications from applicants with current registration as a health professional with an appropriate professional statutory regulatory body.

How to Apply
Applications can be made via:
www.uea.ac.uk/study/postgraduate/apply
See page 34.

Fees and Funding
Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:
www.uea.ac.uk/hs//pgt
www.uea.ac.uk/study/pgt/scholarships

Course Director
Susan Campbell
E Susan.Campbell@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:
www.uea.ac.uk/hs//pgt

Who is the Course for?
The programme aims to build on the existing reputation of the Faculty of Medicine and Health Sciences for innovative and high-quality research across a broad spectrum of important and topical healthcare priorities.

It will enable you to develop the skills to conduct critical analysis of evidence that underpins health and social care, and to carry out in-depth qualitative and quantitative research relevant to your own practice. By the end of the programme, you will have:

– Developed an understanding of the importance of supporting practice with evidence;
– Gained insights into how to access, appraise and incorporate specific evidence into health and social care practice where relevant;
– Become conversant with research paradigms commonly used in health and social care research;
– Developed practical skills in research design and management within health and social care;
– Developed practical skills in analysis and synthesis of research evidence;
– Appreciated how the developing evidence base informs future planning and delivery of health and social care;
– Developed skills of critical appraisal of research evidence and theory, and begin to apply critical understanding to your own specialist areas;
– Developed research skills through the conduct of a research dissertation, demonstrating ability to identify an appropriate research question and to design research to answer that question;
– Extended knowledge of clinical research through successful completion of a research dissertation.

Teaching and Assessment
An exciting mix of modules exposes you to multi-disciplinary healthcare research approaches. There are three compulsory modules plus a dissertation, though those undertaking a Postgraduate Diploma are not required to do the dissertation. There are a further range of modules for you to choose, three that are particular to your own specific needs and interests, ensuring that what you learn is most relevant to your career.

The compulsory modules aim to give you an in-depth understanding of research methods and the conduct of research, which builds to the research dissertation. The dissertation allows you to illustrate the depth of knowledge developed through the whole of your Master’s and gives you practical experience in conducting research. For this you will have the support of an experienced research academic who will guide you to undertake research which is relevant to your practice and ensure that your learning is relevant to you and your profession.

All modules are assessed by continuous assessment; including completion of individual and group assignments, presentations and written examinations (this varies between modules). The Faculty is committed to providing feedback on summative assessments so that you can improve and develop your academic writing and critical thinking skills as you progress through the course.

Work-Life Balance
Each module is 20 credits and to successfully complete will involve approximately 200 effort hours, including hours spent in the classroom. However, different modules may require you to attend variable numbers of teaching sessions (ranging from 25-32 hours of teaching). The dissertation is 60 credits and will be completed in the last semester of study.

Professional and Career Impact
A qualification in clinical research will equip you with the tools and skills to realise your own personal and professional goals and develop a clinical academic career. The course is an ideal vehicle as a precursor to undertaking a PhD. Previous students have gone on to publish in relevant peer-reviewed journals and many are conducting research within their current professional role.

If you have an inquiring mind and a thirst for knowledge, this could be the course for you. The programme is intended to offer health and social care professionals an opportunity to develop their knowledge and understanding of research theory, related to practice and relevant to their role.
A partnership between UEA and the NHS leading to a Postgraduate Doctorate in Clinical Psychology (ClinPsyD) accredited by the British Psychological Society (BPS) and the Health and Care Professions Council (HCPC), which supports you to become the next generation of leaders for our profession; conversant, knowledgeable and confident in applying evidence-based practice.

Who is the Course for?
With a programme which places equal value upon clinical and research excellence, we are looking for applicants able to demonstrate the potential to become skilled practitioners of psychology in applied healthcare settings. As the profession strongly identifies with the Scientist Practitioner role, we are also seeking to recruit applicants able to become sophisticated producers of clinically-relevant, high-impact research.

Programme Aims
The programme aims to produce graduates able to draw on a broad range of psychological models, theories and research to inform their clinical work and be confident in using a variety of research methods appropriate to clinical research questions. We train clinical psychologists to be fit-for-purpose in the changing landscape of the NHS.

At an exciting time of regeneration and progression, we train our graduates to appreciate what clinical psychology can offer in the context of multi-disciplinary work and to understand the need for leadership, either directly or through influencing others.

Teaching, Assessment and Research
The ClinPsyD curriculum is organised around the HCPC Standards of Proficiency and BPS accreditation criteria and is synchronised with clinical practice placements. There are four modules:
- Fundamentals of Clinical Psychology
- Problems, Populations and Disorders
- Therapeutic Approaches
- Research.

The teaching programme is a mix of didactic lectures and practice-based workshops that draw heavily on trainees’ clinical experience in making extensive use of teaching in small groups. Teaching is provided by programme staff and local experts who are primarily clinical psychologists.

Assessment takes the format of written assignments, presentations and clinical practice reports. In each year there are two sets of ratings of clinical work in placements and oral presentations, with one of the six replaced by a recorded process report. All work is assessed on a pass/fail basis with marks accorded to each piece of examinable work. Trainees are provided with learning objectives for each assignment. During the third year of the programme each trainee completes an oral examination on their research thesis (viva).

We are introducing formative assessment to promote reflective practice and clinical skills development. Objective Structured Clinical Examinations (OSCEs) prior to placements in years one and two of the programme identify learning objectives to be addressed on clinical placements.

We are moving towards a new model for our research thesis. The ‘portfolio’ thesis of up to 40,000 words is a publication-friendly format comprising a systematic review, an empirical data project written up in the format of peer-reviewed journal articles and chapters on methodology, results and overall discussion. The portfolio model provides our trainees with a superior framework to structure applied research training and to develop relevant transferable skills in the application of evidence-based practice. We believe this will allow graduates to complete the research process (such as dissemination of research) to enhance career and employment prospects.

Work-Life Balance
We provide a range of support systems reflecting the different needs of trainees that includes: a ‘buddy’ system where each new trainee is supported by a trainee from the year above; each trainee allocated an ‘adviser’ within the ClinPsyD programme; and regular meetings scheduled across the duration of training. Additionally, there is a network of personal support tutors throughout the region to whom trainees are allocated and trainees are encouraged to attend a Personal and Professional Development group during training.

Professional and Career Impact
Graduates exiting the ClinPsyD programme can demonstrate a broad range of competencies. Our graduates are successful in the employment market with 70 per cent of trainees choosing to remain in East Anglia after qualifying and successfully securing positions.
The MRes Clinical Science is for graduates and medical students considering medical, biomedical or clinical research as part of their future career. We provide the experience of undertaking cutting-edge research chosen by you, under the guidance of expert supervisors and faculty who train you in the skills you need.

Who is the Course for?
This course is intended for medical students and graduates with biological or health-related degrees. It provides a comprehensive package of transferable research skills enabling its graduates to pursue world-class research in health-related topics.

Programme Aims
– Provides a high-quality postgraduate programme of advanced study, which combines intellectual challenge and relevance to current issues in health;
– Utilises the central role of research to inform teaching and to engage students in the investigation of issues at the frontiers of health research;
– Further develops the intellectual skills of reasoning, problem solving, self-expression and independent research, enabling students to deal with complex issues both systematically and creatively;
– Fosters commitment to, and enthusiasm for, health-related disciplines; to prepare you for a career furthering these interests and to engender in you a desire to engage in career-long vocational research;
– Prepares for a career which can incorporate active research in health or which will utilise the student’s ability to accurately interpret up-to-date information from aspects of health research.

Teaching and Assessment
The majority of the degree is assessed by dissertation, which evaluates the research conducted during the course of the year. Modules in support of this are generally taught in small to mid-size groups and assessed from coursework. During this programme it is anticipated that the student will acquire an insight into paradigms of scientific method for research design; collection, evaluation and reporting of data and for financing of research, which are applicable throughout health research. These insights may be particularly of use to those aiming to be research active during their future careers, to those with an academic or advisory role in mind, or those wishing to pursue further research degrees such as MD or PhD. Clinical science is diverse and interest-driven, from the quest to design and deploy new drugs and vaccines through the pathogenesis of acute illnesses, to the optimal delivery of integrated primary care, the MRes Clinical Science is designed to accommodate research projects on the full spectra of health-related research. We hope you will find the experience of conducting your own research enjoyable, liberating, fulfilling and useful and that the skills you learn will provide you with a research base upon which to build your future career and a real knowledge and understanding of undertaking contemporary medical research.

Work-Life Balance
A year of full-time research, augmented with taught modules, can be an intense experience but the majority of work you will undertake is not timetabled by the course directly but arranged by yourself and your mentor to best accommodate your studies. Consequently, while your conduct should be professional at all times, there is considerable flexibility in establishing daily routines.

Professional and Career Impact
An increasingly recognised paradigm in medicine is that advanced research skills develop greater understanding in doctors and health professionals and positively influence their practice. Once you have completed this degree, you will have gained a deeper understanding of the underlying theories and the importance of critical review in the practice of evidence-based medicine. The degree encourages autonomy and independence in defining areas for study, locating relevant resources and evaluating information. It engenders an understanding of the diversity and breadth of medicine, the benefits of research and the value of health professionals contributing to the advancement of knowledge. Most importantly, it affords students the opportunity to experience and learn about conducting research within the field of human health. Graduates with science or health-related degrees may wish to use it as preparation for a further degree or as an appropriate qualification for medical research in industry, health care or academia.
MSc Health Economics

For further information T: +44 (0)1603 591515
E: admissions@uea.ac.uk
www.uea.ac.uk/med/ptg

Length of Course:
One year full time
Two or more years part time

Entry Requirements
You should have, or expect to obtain, a good first degree (minimum 2:2 or equivalent in a healthcare profession, economics or a related social science). We will also take into account your employment experience where relevant and consider applications from applicants with current registration as a health professional with an appropriate professional statutory regulatory body. International students should refer to page 34 or our website for English language requirements.

Special Entry Requirements
You may be required to attend a pre-sessional course in mathematics and statistics. Run by the School of Economics for two weeks preceding the start of the Master's course in September, this covers mathematical techniques for economists, statistics and data analysis using statistical software.

How to Apply
Applications can be made via:
www.uea.ac.uk/study/postgraduate/apply

Fees and Funding
Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:
www.uea.ac.uk/med/ptg
www.uea.ac.uk/med/ptg/scholarships

Course Director
Ruth Hancock
E: R.Hancock@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:
www.uea.ac.uk/med/ptg

Who is the Course for?
The purpose of the postgraduate taught programmes in health economics is to give health professionals and graduate economists an understanding of how economic ideas and principles may be applied to health and health care.

Programme Aims
By the end of the programme, you will have:
- Developed an understanding of economic concepts applied to health, public health, and of health services policy;
- Developed an appreciation of the links between economic evaluation and economic theory, health services research and decision making;
- Developed practical skills in economic analysis of health problems;
- Extended your analytical skills in both quantitative and qualitative research methods;
- Extended your skills of critical appraisal and be able to apply the results of the research to practice and to health services decision making;
- Extended and developed your knowledge and skills in economic research, through the research dissertation.

Teaching and Assessment
You will take three core modules:
Introduction to Research Methods: this module aims to introduce you to qualitative and quantitative research design and methods enabling you to critique research reports and research-based peer-reviewed journal articles.
Health Economics: the purpose of this module is to provide an introduction to the approach, concepts and models used by economists in addressing issues in health, public health, and health care.
Economic Evaluation in Health Care: this module equips you with the knowledge and practical skills that allow you to understand and appraise economic evaluations of health care and public health interventions.

You will take one module from the following (all of which have a quantitative focus):
- Econometric Methods; Econometric Theory;
- Further Quantitative Methods: Design and Analysis.

You will take two modules from a list which includes:
- Applied Econometrics; Economic Theory;
- Economic Concepts; Health and Development; Promoting Behavioural Change and Lifestyle Improvement;
- Statistical Methods in Health Research;
- Systematic Reviews and Research Synthesis; and Further Qualitative Methods: Design and Analysis.

In most of the above modules, assessment will be taken on the basis of a written exam and an essay. In many modules, you will also be encouraged to give brief and unassessed presentations on selected topics related to the material taught. There is an emphasis on interaction between teacher and students in all modules. You will also be required to complete a Research Dissertation aimed at illustrating the depth of knowledge developed through the whole of the MSc and giving you practical experience in conducting and reporting practical research.

Work-Life Balance
Depending on your background interest, as well as other commitments, this course offers a flexible menu of options that accommodates a broad range of needs and interests. It can be studied full time over one year, or part time over two or more years. We also offer a Postgraduate Diploma and a Postgraduate Certificate, requiring a more limited set of modules to be completed. Both can be studied full or part time.

Professional and Career Impact
Health economics is a relatively new, but rapidly growing field. With ageing populations the demand for health care – and with it a need for more advanced and cost-effective health care – increases. This means specialists who understand how best to use limited resources are sought after. By taking a programme in health economics you are entering a profession which offers good employment prospects across a range of different sectors (academia, pharmaceutical industry, private consultancy, government or public sector organisations and the voluntary sector).

This programme gives graduate economists and health professionals an understanding of how economic ideas and principles may be applied to health, public health and health care. Module choice is flexible to reflect students’ prior learning with an opportunity to study relevant modules provided by the Schools of Economics and International Development.
The MSc Health Research is a course for Academic Clinical Fellows (ACFs) undertaken as part of the National Institute of Health Research (NIHR) approved programme and integrated academic training at UEA. Students work closely with mentors and faculty to ensure delivery of the highest quality dual training in research and clinical skills.

Who is the Course for?
This is a bespoke part-time degree course for Academic Clinical Fellows, which seeks to provide recently-qualified doctors with the tools to undertake a twin track career in medicine and medical research by equipping its graduates with a comprehensive package of transferable research skills and the experience of having undertaken clinical and biomedical studies in the area of their specialty.

Programme Aims
The course:
– Provides a high-quality postgraduate programme of advanced study, which combines intellectual challenge and relevance to current issues in health;
– Utilises the central role of research to inform teaching and to engage students in the investigation of issues at the frontiers of health research;
– Further develops the intellectual skills of reasoning, problem solving, self-expression and independent research, thereby enabling you to deal with complex issues both systematically and creatively;
– Fosters commitment to, and enthusiasm for, health-related disciplines in order to prepare you for a career furthering these interests and to engender in you a desire to engage in career-long vocational research;
– Prepares for a career which can incorporate active research in health, or which will utilise your ability to accurately interpret up-to-date information from aspects of health research.

Teaching and Assessment
The degree comprises taught modules and a research project, which is assessed by dissertation and evaluates the research conducted during the course. Modules are generally taught in small to mid-size groups and assessed from coursework. During this programme it is anticipated that you will acquire insight into paradigms of scientific method for research design; collection, evaluation and reporting of data and for financing of research, which are applicable throughout health research.

The degree encourages autonomy and independence in defining areas for study, locating relevant resources and evaluating information. It engenders an understanding of the diversity and breadth of medicine, the benefits of research and the value of each health professional contributing to the advancement of knowledge. By doing so, the course paves the way for you to embark on careers as physicians and scientists. Undertaking the research project provides not only experiential learning from performing cutting-edge research in your specialty whilst continuing to train in the hospital and community, but will acquaint you with balancing the competing needs of your clinical and research commitments. The process of completing your dissertation will also encompass bidding for future funding in the area of research that you undertake to facilitate you towards the next step in your career.

Work-Life Balance
Clinical commitments can easily begin to overwhelm research interests and the course is designed specifically to help you balance a hectic schedule. Where helpful, the course’s clinical director is available to work with students and their mentors to facilitate direct liaison with hospitals over issues such as timetabling.

Professional and Career Impact
An increasingly recognised paradigm in medicine is that advanced research skills develop greater understanding in doctors and positively influences their practice. When you complete this degree you should have gained a deeper understanding of the underlying theories, and greater comprehension, of the importance of critical review and the use of formal scientific writing and scientific method in the practice of evidence-based medicine. That knowledge will stand you in an excellent position to progress to the next stage of your professional career.
MSc Leadership in Dementia Care

This course offers the opportunity to play a role in helping provide better dementia care and help shape future services in this area.

Who is the Course for?
The MSc/PG Diploma/PG Certificate Leadership in Dementia Care is designed to be taken by individuals who are already professionally-accredited and registered with the Health and Care Professions Council (HCPC).

Are you leading service improvements in caring for people with dementia and/or are you a dementia champion in your organisation?

Do you want to develop your ability to provide better care for people with dementia and learn how to influence others to achieve better care?

If so, this course could be for you. We want to help you to lead change and make a difference to, and influence, patient care as a practitioner working in the NHS or private or social care sectors.

The Leadership for Dementia Champions programme is the first programme in the UK to fully incorporate the NSDA Dementia Competency Framework and the course provides the opportunity to learn from clinical experts, educators and researchers involved in leading-edge practice and education.

The programme, enhanced through a shared learning ethos between different Schools in the Faculty of Medicine and Health Sciences, equips you with the academic skills required of an MSc graduate.

It will assist professional practitioners and their service provider organisations to demonstrate that the patient experience and a person-centred approach is at the heart of care for people with dementia and their family and carers, and that evidence-based care is being delivered confidently by compassionate, competent, ethical, respectful and reasoning professionals.

Advanced Practice in Dementia Care: Aims to ensure you are able to engage with the evidence base for advancing your professional practice. This will be achieved through ‘masterclass’ sessions.

Leadership for Champions in Dementia Care: Designed to introduce students to theories and practice in leadership, relating these to the field of dementia care with learning integrally aligned to professional practice.

Year 2
Modules for the diploma element of the programme are more generically focused and include a combination of core modules in Healthcare Law and Ethics and Innovation and Practice and a choice of an optional 20 credit module from Work-Based Learning or Promoting Behavioural Changes and Lifestyle Improvement.

Year 3
Consists of one 20 credit module – Introduction to Research Methods – and generally taken during the first semester of the academic year, followed by a 40 credit, double module – Transforming the Service. During this, students work on developing and implementing a service innovation generally relating to their area of professional practice.

Teaching and Assessment
A variety of methods of assessment are used, ranging from written assignments, oral examination, development of project plans, and the development and implementation of a service innovation.

Work-Life Balance
The programme has been developed as a part-time programme to enable professionals from health and social care and the voluntary sector to attend whilst remaining in the workplace. Modules often incorporate fortnightly sessions, with a reduction in the amount of face-to-face taught time to allow students to undertake certain elements of study away from the University setting.

Course Structure
Year 1
Three core modules of the certificate programme, taken in consecutive semesters, are:

Exploring Foundations of Person-Centred Dementia Care: Aims to ensure students develop their knowledge and understanding of key elements of contemporary practice in dementia care. Learning will be contextualised in current and emerging health, social and community environments.
MA Leading Innovation for Clinical Practitioners

For further information  T +44 (0)1603 591515  
E admissions@uea.ac.uk  
www.uea.ac.uk/hsc

Length of Course:  
Three years part time

Entry Requirements  
Applicants should have a degree (minimum 2:2 or equivalent or who show ability to study at Master’s level), be registered practitioners or NHS managers with a minimum of one year post-qualifying practice, be current or aspiring clinical leaders, have the support of their employing organisation and have identified the undertaking of this programme within their PDR/PDP process. International students should refer to page 34 or our website for English language requirements.

How to Apply  
Applications can be made via:  
www.uea.ac.uk/study/postgraduate/apply

Fees and Funding  
Eligible students residing in the UK and working for the NHS are likely to have their tuition fees paid by their NHS Trust. In addition eligible students will normally require the support of their employer and are advised to contact their Trust Educational lead as early as possible. Funding for other (non-NHS) students requires discussion with the PG Admissions team at UEA.

Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:  
www.uea.ac.uk/med/pgt  
www.uea.ac.uk/study/pgt/scholarships

Course Director  
Jacqueline Phipps  
E Jacqueline.Phipps@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:  
www.uea.ac.uk/med/pgt

This part-time MA programme is designed to emphasise the responsibility of all clinical practitioners to support the development and leadership capacity of colleagues and improving patient care, patient experience and innovation in service delivery.

This programme will equip you with the academic skills required of an MA graduate as well as the competencies required for a clinical leader. The Clinical Leadership Competency Framework (Department of Health, NHS Institute for Innovation and Improvement 2011) is integrated into all the teaching and learning activities across the programme. You will be supported to develop and maintain a portfolio evidencing your prior and concurrent leadership achievement of the competencies to the level of ‘Experienced Practitioner’. The approach will empower you to develop creative and innovative ways of working in order to improve the quality of care and the patient experience.

Programme Structure  
All of the modules are compulsory and should be accessed in the appropriate order. This reflects the ‘building blocks’ approach of the programme to developing your leadership practice.

An additional feature of the programme is the inclusion of action inquiry activities to help you to link your learning at the individual, team and organisational levels. You will also have access to support networks including mentors and coaches from the Trust’s Pool or a nominated expert practitioner for workplace support. The whole programme ethos of a tripartite approach to teaching and learning is aimed at embedding your learning within the workplace at the point of care.

Year 1  
The first module focuses on activities which will help you to develop a critical understanding of your own leadership behaviours and how they may impact on others. You will be required to undergo a 360-degree facilitated feedback for this module. The second module focuses on developing your understanding of the political, policy and business drivers for the delivery of quality health care. The final module will help you to develop your knowledge and skills of strategic change management.

Year 2  
The first module focuses on service improvement and innovation and will help you to further develop your skills and knowledge of the use of service improvement tools to bring about quality health care change. The final 40 credit module provides you with the opportunity to apply your skills and knowledge to complete a substantial project and to examine/ evaluate its impact, or likely impact, on care provision and the patient experience.

Year 3  
The final module of the programme is a dissertation. The aim of the dissertation is to illustrate the depth of knowledge you’ve developed through the whole MA Leading Innovation for Clinical Practitioners programme. The objective is for you to demonstrate how patient care, the patient/client experience and innovation in service delivery can be improved through a substantial applied work-based study. The nature of the dissertation requires an ongoing tripartite relationship with yourself, UEA and your employing organisation.

Practitioners wishing to access the programme or gain accreditation against elements of the programme will be supported in mapping their evidence against the CLF, aiming to enable leaders/aspiring leaders to access at the most appropriate point and level within the programme, taking account of past and current competencies and learning, and individual and organisational specific needs. Clinical leaders can undertake elements of the programme rather than the whole programme according to the individual’s profile.
This accelerated programme allows you to enter the profession of occupational therapy. When you study occupational therapy at UEA you are choosing an exciting and rewarding profession that focuses on developing extraordinary partnerships with people and working with them to make lasting, positive changes in their lives.

Programme Aims
Teaching and learning will be through a (clinical) enquiry-led curriculum that allows integration and development of material through independent study. A framework of reflective practice supports critical analysis of your professional development and your learning will reflect modern health and social care practice. The programme has a common foundation of human sciences, core professional and transferable skills (including research), and professional studies (including therapeutic skills and discipline specific clinical reasoning). In the second year, these themes are developed and broadened but with a major focus on their application through the practice placement. This is a shared course, running jointly with the MSc Physiotherapy pre-registration course, which develops further the ethos of interdisciplinary learning within the School.

Teaching and Assessment
A range of teaching methods includes distance learning resources, workshops, practical sessions, student-led study and review of learning seminars, dissection, journal clubs, 1:1 student/tutor meetings, research supervisory meetings and inter-professional learning groups. The course makes use of various media, such as workbooks, electronic material, cadaveric demonstration, alongside a largely tutorial/seminar-based course. Portfolio development and reflective practice is integral to professional development and the personal tutor works with you to maximise learning and focus self-direction. Reflective practice is also integrated as an essential feature of the practice placement experiences. You will undertake 29 weeks of placement experience in different areas of physical and mental health practice across acute, primary/intermediate care, and role emerging contexts experiencing the type of work you will be required to carry out on qualification. Your final placement provides an opportunity for you to enhance your professional profile and negotiate a placement that facilitates your transition to qualified practitioner.

Assessments contributing to your MSc are designed to reflect the key requirements for a newly qualified therapist:
- Extended case studies are linked to placement experiences and integrate professional development and professional practice issues. These are assessed through oral and poster presentation;
- A journal case report links across modules and prepares students to write for an external professional audience;
- Key aspects of research application are examined through the empirical research project or structured literature review contributing to a 10,000 word dissertation in year 2;
- Assessment of your performance is required on every placement to develop the knowledge, skills, attitudes and judgements of a competent practitioner.

Work-Life Balance
The professional requirements ensure that this is an intensive MSc course. You are expected to study for 90 weeks at approximately 40 hours per week in order to achieve the award and your eligibility for registration with the Health and Care Professions Council (HCPC).

Professional and Career Impact
Successful completion of the programme leads to eligibility to apply for registration with the Health and Care Professions Council and membership of the College of Occupational Therapy. Our curriculum has been developed in line with the current health and social care environment and includes activities for you to engage in to maximise your potential within the job market. Our community engagement project in year 1 exposes you to services outside of the NHS and social care sector that may provide future employment opportunities while promoting professionalism, leadership and entrepreneurial values, skills and behaviours. There are focused CPD activities in year 2 which further develop your skills in leadership, service development, exploring scope of practice, managing change, alongside more pragmatic skills such as writing CVs, business plans, marketing yourself and interview skills. These activities help to prepare you for an evolving health and social care environment.
This accelerated programme allows you to enter the profession of physiotherapy. When you study physiotherapy at UEA you are choosing an exciting and rewarding profession that focuses on developing extraordinary partnerships with people and working with them to make lasting, positive changes in their lives.

Programme Structure

Teaching and learning will be through a (clinical) enquiry-led curriculum that allows integration and development of material through independent study. A framework of reflective practice supports critical analysis of your professional development and your learning will reflect modern health and social care practice. The programme has a common foundation of human sciences, core professional and transferable skills (including research), and professional studies (including therapeutic skills and discipline specific clinical reasoning). In the second year, these themes are developed and broadened but with a major focus on their application through the practice placement. This is a shared course, running jointly with the MSc Occupational Therapy pre-registration course, which develops further the ethos of interdisciplinary learning within the School.

Teaching and Assessment

A range of teaching methods includes distance learning resources, workshops, practical sessions, student-led study and review of learning seminars, dissection, journal clubs, 1:1 student/tutor meetings, research supervisory meetings and inter-professional learning groups. The course makes use of various media, such as workbooks, electronic material, cadaveric demonstration, alongside a largely tutorial/seminar based course. Portfolio development and reflective practice is integral to professional development and the personal tutor works with you to maximise learning and focus self-direction. Reflective practice is also integrated as an essential feature of the practice placement experiences. You will undertake 29 weeks of placement experience in different areas of physical and mental health practice, across acute, primary/intermediate care, and role emerging contexts experiencing the type of work you will be required to carry out on qualification. Your final placement provides an opportunity for you to enhance your professional profile and negotiate a placement that facilitates your transition to qualified practitioner.

Assessments contributing to your MSc are designed to reflect the key requirements for a newly qualified therapist:

- Extended case studies are linked to placement experiences and integrate professional development and professional practice issues. These are assessed through oral and poster presentation;
- A journal case report links across modules and prepares students to write for an external professional audience;
- Key aspects of research application are examined through the empirical research project or structured literature review contributing to a 10,000 word dissertation in Year 2;
- Assessment of your performance is required on every placement to develop the knowledge, skills, attitudes and judgements of a competent practitioner.

Work-Life Balance

The professional requirements ensure that this is an intensive MSc course. You are expected to study for 90 weeks at approximately 40 hours per week in order to achieve the award and your eligibility for registration with the Health and Care Professions Council (HCPC).

Professional and Career Impact

Successful completion of the programme leads to eligibility to apply for registration with the Health and Care Professions Council and membership of the Chartered Society of Physiotherapy. Our curriculum has been developed in line with the current health and social care environment and includes activities for you to engage in to maximise your potential within the job market. Our community engagement project in year 1 exposes you to services outside of the NHS and social care sector that may provide future employment opportunities while promoting professionalism, leadership and entrepreneurial values, skills and behaviours. There are focused CPD activities in year 2 which further develop your skills in leadership, service development, exploring scope of practice, managing change, alongside more pragmatic skills such as writing CVs, business plans, marketing yourself and interview skills. These activities help to prepare you for an evolving health and social care environment.
Our e-learning Master’s course is the first higher degree qualification in coloproctology in the UK and is delivered by a faculty of nationally-recognised experts in the field.

Who is the Course for?
Due to European working time regulations and shift patterns in work, time is one of the biggest obstacles trainees face in developing the skills and competencies required for a successful career in coloproctology. Our MS in Coloproctology is therefore designed to complement current training systems and prepare students for a year 1 consultant coloproctologist post.

Offering added advantages over face-to-face delivery our bespoke, flexible approach offers excellent opportunities for problem-based training and assessment, access to a large specialist faculty, seamless communication with e-tutors/mentors, access to online resources, evidencing progress and development. The programme is linked directly to the Intercollegiate Surgical Curriculum Programme and is set at a more advanced level than the exit FRCS.

We achieve this through a comprehensive syllabus with defined outcomes to ensure that you acquire expert subject knowledge. The syllabus has been designed by our specialist faculty team to complement real-world professional development. In addition to your local clinical supervisor, our network of e-tutors will support you throughout your training. The combination of a strong specialist faculty, learning modules designed specifically for e-learning, dedicated tutor and peer-support with all the required context-specific materials to view or download, makes this course unique and exceptional value for money.

Year 1
This year covers study of colorectal emergencies, inflammatory bowel disease and neoplasia. By the end of the first year you will be able to demonstrate competency in managing patients with a large bowel obstruction, a massive lower GI bleeding, colorectal trauma, colonic perforation, ano-rectal emergencies, Crohn’s and perianal disease, chronic inflammatory mass and complications of diverticular disease.

Year 2
Our Research Audit and Service Evaluation module empowers you to conduct and supervise research within the NHS setting, writing and succeeding in submitting research protocols, evaluating research methodologies and literature reviews. The Management and Service Delivery module develops clinical leadership, inter-personal skills, conflict resolution, developing new service and innovation, evaluation and delivery of the latest government policies. You will also complete the Proctology and Functional Bowel module.

Year 3
The third year applies the knowledge gained from the second year research methodology module to a research dissertation. Guidance and mentorship is offered throughout.

Course Structure
We have structured the course to ensure you receive the required specialist knowledge from the compulsory modules. The course allows you to decide to which level you wish to train:

– For the PGDip, you’ll need to complete six compulsory modules;

– For the Master’s level qualification, you will follow the same as the PGDip, and in addition you will need to complete a research dissertation.

You should plan on around 165 hours of study per 16-week module – that’s around 10 hours per week. You will also need to attend training days and be available for assessment by local tutors in practical skills. There will be 35 hours per module of e-tutor support, in the format of mediated discussions of case presentations.

Assessment
Assessment will take place throughout each module through formative and summative methods, both online and during regional training days at the Royal College of Surgeons of England and the University. Assessment methods include: MCQ/EMQ, script concordance test of clinical reasoning, OSCE, case scenarios, patients (clinical assessment and management), communication skills and portfolio station (operating and colonoscopy log book, PBAs).
The e-learning Oncoplastic Breast Surgery Master’s degree offers a unique solution to every trainee’s educational requirements by providing a flexible and innovative training programme to help you achieve your goals. Currently this course is the only programme to qualify specialists in oncoplastic breast surgery.

Who is the Course for?
This course, which has been designed and delivered by a large faculty of practising experts in the field, has been developed specifically to promote the progression of oncoplastic breast surgeons in practice and is offered with the ongoing support of ABS, BAPRAS, the Royal College of Surgeons (England) and the European Society of Surgical Oncology (ESSO).

It is a programme which prepares and qualifies you for year 1 level consultant specialist practice and this is achieved through a combination of engaging online activities and practical skill assessment through log-book examination. You will finish the course with significantly enhanced decision making and critical thinking skills within a surgical context.

This is achieved through a rigorous educational programme combined with your professional surgical practice, and while this course focuses on your surgical experience it also crucially includes the management and research skills which are essential for any progressive NHS surgeon.

Course Structure
We have structured the course to ensure you will receive the required specialist knowledge from the compulsory modules. The course allows you to decide to which level you wish to train:
- For the PGDip, you will need to complete six compulsory modules;
- For the Master’s level qualification you will follow the same as the PGDip, and in addition you will need to complete a research dissertation.

Year 1
This will cover the basic sciences of breast disease and benign breast disease, management of malignant breast disease, principles of oncology, and oncoplastic breast surgery skills such as local glandular displacement, reduction and therapeutic mammoplasty.
MSc Regional Anaesthesia

For further information T +44 (0)1603 591515
E admissions@uea.ac.uk
www.uea.ac.uk/hsc

Length of Course:
Three years part time

Entry Requirements
– ST 3 or above but Post FRCA
– Career Grade Doctors Post FRCA preferably with two years’ experience as Consultant Anaesthetists
– GMC accredited Post FRCA level but must be EU resident.

International students should refer to page 34 or our website for English language requirements.

How to Apply
Applications can be made via:
www.uea.ac.uk/study/postgraduate/apply

Fees and Funding
Details of our tuition fees and scholarships can be found on the fees and funding tab of individual course profiles at:
www.uea.ac.uk/med/pgt
www.uea.ac.uk/study/pgt/scholarships

Programme Director
Professor Jerome Pereira
E Jerome.Pereira@jpaget.nhs.uk

Course Director
Dr Stef Oosthuysen
E S.Oosthuysen@uea.ac.uk

Programmes of study are regularly reviewed and updated – for the most up-to-date course information, please see:
www.uea.ac.uk/med/pgt

Our e-learning Master’s course is the first higher degree qualification in Regional Anaesthesia (RA) in the UK, and has been developed with support from the Royal College of Anaesthetists (RCoA), the Association of Anaesthetists of Great Britain and Ireland (AAGBI) and Regional Anaesthesia United Kingdom (RA-UK).

Who is the Course for?
There has long been a need for anaesthesia trainees to be able to focus on regional anaesthesia, with the discipline proving the most popular sub-speciality amongst anaesthesia students.

The syllabus has been designed by our specialist faculty team to complement real-world professional development. Enhanced knowledge of regional anaesthesia fits well with good anaesthetic practice by providing superior analgesia compared to opiate-based methods. Expertly delivered, RA plays an important role in all surgery and the excellent analgesia provided by RA techniques forms the basis of all enhanced recovery programmes within the NHS.

Our philosophy is to set the highest standards at this specialist level, whilst accommodating your individual progression path. This will be achieved through a combination of rigorous and engaging online activities and practical assessment of your regional anaesthetic, communication and decision making skills.

Course Structure
We have structured the course to ensure you will receive the required specialist knowledge from the compulsory modules. The course allows you to decide to which level you wish to train:
– For the PGDip, you’ll need to complete six compulsory modules;
– For the Master’s level qualification you will follow the same as the PGDip and, in addition, you will need to complete a research dissertation.

Skills training combined with e-tutoring and access to the specialist faculty resource provides an exceptionally rich training experience, complementing and far surpassing the knowledge requirements for the FRCA. You are supported on the course by RA-UK, whose regional mentors and local supervisors ensure the consistent high-quality of our graduates’ practical skills.

Year 1
This first year covers applied anatomy, the neurophysiology and pharmacology of pain, and regional anaesthesia methodology.

By the end of the first year, you will have knowledge of the microanatomy of nerves, ultrasound, needle design, safe practice of RA and sterility, among other fundamental elements of regional anaesthesia.

Year 2
This second year delves more into research methodology applicable to RA, and covers the difference between audit and research, gives you experience of protocol writing, IRAS form completion, gaining necessary ethics approval and preparing the required paperwork. You will also take modules on Clinical Leadership, Management and Service Delivery and Regional Anaesthesia in Special Situations and Circumstances.

Year 3
The third year applies the knowledge gained from the second year research methodology module to a research dissertation. Guidance and mentorship is offered throughout this process.

Assessment
Assessment is a key element of your course. This will take place throughout each module through formative and summative methods, both online and during regional training days at the University. Assessment methods include: MCQ/EMQ; script concordance questions on module content; OSCE – simulated patients; mark up; assess clinical and communication skills; portfolio/reflective diary assessment; procedure based assessments and an end of six module practical examination (two years) in conjunction with RA-UK.

Study Time
You should plan on around 165 hours of study per 16-week module – that’s around 10 hours per week. You will also need to attend training days and be available for assessment by local tutors in practical skills. There will be 35 hours per module of e-tutor support, in the format of mediated discussions of case presentations.
Continuing Professional Development (CPD)

In a healthcare sector that is subject to constant technological and societal change we recognise the need for professional education to respond to these quickly evolving agendas.

UEA’s Faculty of Medicine and Health Sciences is one of the region’s largest providers of Continuing Professional Development (CPD). Our CPD offer is accessible and responsive; allowing medical and healthcare professionals to seek out learning that responds to their professional development requirements, including the need to maintain professional registration through career-long learning.

UEA’s CPD offer is research-informed and has a clear focus on the transfer of learning to practice. Our offer is stratified so that learners can elect to focus on either fundamental competencies or advanced skills including domains such as leadership and service improvements.

We provide a series of short, non-credit bearing, study days, workshops and master classes that enable delegates to engage with current best practice and network with peers.

The Faculty of Medicine and Health Sciences also organises CPD conferences each year in areas such as non-medical prescribing and current issues in the allied health professions. These events promote a range of learning.

We also understand the need for healthcare professionals to access standalone credit bearing modules, rather than whole post-registration or postgraduate programmes. Whilst we encourage students to engage in planned programmes of learning, standalone modules are often effective ways to update skills in response to emerging agendas in health care or changes to job roles that require a rapid infusion of new knowledge and clinical competencies.

Bespoke CPD Programmes

UEA’s Faculty of Medicine and Health Sciences is very experienced at responsively developing professional education programmes that respond to the very specific context of specific healthcare providers or integrated systems of healthcare delivery. We have provided bespoke programmes in acute, community, primary and care home settings.

Our approach is based on establishing need, reflecting that against the evidence base and the specific needs of the delegates. Programmes can then be designed, delivered and evaluated in a timely manner.

To discuss your organisation’s bespoke CPD requirements please email: fmh.cpd@uea.ac.uk

Bespoke E-Learning Programmes

UEA’s Faculty of Medicine and Health Sciences has the expertise to support your organisation to develop innovative e-learning solutions. We have experience of generating award-winning fully online programmes of study and also blended approaches to learning that allow learners to access virtual learning environments to support their e-learning but also to consolidate learning through face-to-face components at a location of your choosing.

To discuss your organisation’s bespoke e-learning requirements please email: fmh.cpd@uea.ac.uk

Consultancy: Training Needs Analysis and Evaluation

UEA’s expertise in educational research and delivery means that we are well placed to support your organisation to undertake exercises such as skills audits, training needs analysis, evaluation of the effectiveness of your organisation’s education and training investment, and horizon scanning of future knowledge and skills needs.

For example, we have recently undertaken skills needs analysis in a community healthcare setting, and we have reviewed the available training evaluation tools in the context of palliative care.

To discuss your organisation’s consultancy requirements please email: fmh.cpd@uea.ac.uk

“I chose UEA for a couple of reasons, firstly it offers a PG Cert in Clinical Education that is a taught programme, so I knew I would benefit from interactions with other students from a healthcare background and have the support of expert tutors. I also opted for UEA due to its reputation for having ‘professional students’ and a very high level of student satisfaction.”

Kim Mackenzie-Morris, Head of Obstetric Ultrasound at the Norfolk and Norwich University Hospital
Life at UEA

The University of East Anglia is an internationally renowned university based on a spacious campus that provides top quality academic, social and cultural facilities to more than 15,000 students. The latest National Student Survey showed once again that our students are among the most satisfied in the country. The University has been in the top 10 English mainstream universities for student satisfaction ever since the survey began and we came first in the Times Higher Education Student Experience Survey 2013.

An Ideal Location
Built on 200 hectares of beautiful parkland on the outskirts of the historic city of Norwich, our campus is one of the most distinctive in the country, combining natural beauty with architectural flair. The campus has won more than 20 architectural awards and on-going multi-million pound investment continues to enhance teaching and research facilities. Virtually no part of our campus is more than a few minutes’ walk from anywhere else, and almost every student need is catered for on site – there’s a large food shop, incorporating a newsagent, post office and bakery, a bank, two launderettes, restaurants, bars and even a Waterstones bookshop. There are good public transport links into the city, which has a mainline railway station with regular services to London and other parts of the country. Norwich also has an international airport.

Accommodation
We have some of the best student accommodation in the country having twice been ranked first in the UK by the What Uni Student Choice Awards and achieving one of the top scores in the most recent Times Higher Education Student Experience Survey. Single international postgraduate students are normally guaranteed accommodation in their first year, provided that they have been offered and accepted a place at the University by the published deadline.

Learning Resources
Our library is an impressive 24 hour-a-day, seven days a week facility housing more than 800,000 books and journals, as well as extensive collections of specialist materials. We provide a wide range of IT services including campus internet access via a wireless network and in student residences. Specialist equipment such as scanners, colour printers and work stations especially equipped to meet the needs of users with mobility problems or visual impairment are also offered.

Language Learning for All
Whichever programme you choose, you also have the opportunity to improve or learn another language, although there may be an additional charge for this. We currently offer classes in Arabic, British Sign Language, Higher Advanced English, Mandarin Chinese, French, German, Greek (Modern), Italian, Japanese, Korean, Russian and Spanish.

“UEA has been one of the big winners in the National Student Survey.”
The Times Good University Guide 2014


**Careers Service**

CareerCentral works in partnership with academic Schools to plan and deliver a comprehensive programme covering career management, employer and industry events and one-to-one guidance. Building links with employers, industry and start-up enterprises is central to our work, enabling us to provide students with a wealth of vacancy, internship, voluntary, mentoring and graduate opportunities. We encourage enterprise, innovation and aspiration throughout your time at UEA.

We recognise the importance of graduate employment and actively strive to equip our postgraduate students with the attributes necessary to succeed in whichever field they enter. There are careers advisers affiliated with each School supporting Master’s level postgraduates and three advisors specifically for research postgraduates across all Schools, who provide impartial information, advice and guidance, helping students develop suitable career-related skills and knowledge. Additional careers support for PhD students is provided through the Faculty Personal and Professional Development programmes.

Students can access comprehensive resources with information on occupations, employers and further study opportunities and there are numerous occasions throughout the academic year to meet employers at presentations and many other events, fairs and workshops. These include a range of networking opportunities with experienced professionals, many of whom are themselves University of East Anglia alumni. We maintain a targeted database of quality graduate vacancies and run a vacancy service for those seeking part-time or casual work locally or on campus during their study. Our nationally award-winning volunteering service offers opportunities for those looking to enhance their student experience as well as their CV. Even after graduation, we continue to offer postgraduates professional careers support for up to three years including an internship programme, which helps recent graduates increase their employability through undertaking a strategic level project.

www.uea.ac.uk/careers
www.uea.ac.uk/internships

**Student Support**

We offer a wide-range of advice and guidance to any student who wishes to make the most of the opportunities available to them while at UEA or who is experiencing difficulties. From counselling to childcare, money matters to our multifaith centre, it’s good to know there’s help available whenever you might need it. We have financial advisers, an international student advisory team, learning enhancement tutors, an excellent nursery and a disability team. We also have a purpose built campus medical centre, a Boots pharmacy and a dental service offering NHS treatment to students and their families.

www.uea.ac.uk/services/students

**Sporting Facilities**

The University’s £30 million Sportspark is one of the finest sports complexes in Britain, boasting a state-of-the-art Olympic-sized swimming pool, athletics track, climbing wall, superbly equipped gym, two indoor arenas and all weather pitches hosting an extensive range of sports and leisure activities, from gymnastics and trampolining to aerobics and dance.

Our sports facilities were ranked joint second in the Times Higher Education Student Experience Survey 2013.

www.sportspark.co.uk

**Arts and Culture**

We are home to the Sainsbury Centre for Visual Arts which provides access to permanent exhibitions of world art and a diverse range of touring exhibitions unrivalled by other universities. UEA also hosts an International Literary Festival which has included famous names such as Ian McEwan and Kazuo Ishiguro – both alumni of UEA’s Creative Writing course. Norwich is England’s first UNESCO City of Literature.

www.scva.ac.uk
www.ueastudent.com

**Gigs and Events**

The Independent says our Student Union gig roster is “like pop music’s roll of honour, with the biggest names performing each year and other students’ unions wondering how on earth we manage it”. The LCR plays host to a wide range of popular bands, with around 60 gigs on campus each year. Regular club nights cover a wide spectrum of tastes and ensure there is something for every music fan. Recent high profile performers include Tom Odell, Bastille, Sub Focus, Haim, Ed Sheeran, Professor Green and Coldplay.

www.ueastudent.com

**Financing Your Studies**

We are committed to ensuring that tuition fees do not act as a barrier to those aspiring to come to a world-leading university and have developed a funding package to reward those with excellent qualifications and assist those from lower income backgrounds. For up-to-date information on financial matters including our tuition fees, maintenance grants, student loans, scholarships and bursaries please see our website.

www.uea.ac.uk/finance
Norwich and the Region

There is a lot going on in Norwich. A busy city with a real character all of its own, Norwich is friendly and lively. Just by walking around the centre you can see the historic reminders of its past, the two cathedrals, Norman castle and city walls, as well as its present with the stunning Forum library overlooking busy cobbled shopping streets and bustling cafes and restaurants. In short, Norwich is a charming mix of the historical and the new. There are plenty of opportunities to catch live music or theatre and the city is teeming with modern and traditional pubs. The local football team Norwich City, are a top-flight club and suitably befitting such a wonderful city and county, which was recently ranked as the safest place to live in the UK. Our students love Norwich so much many stay long after their studies. Welcome to Norwich: A Fine City.

“Norwich is a fine city. None finer. If there is another city in the United Kingdom with a matchless modern art gallery, a university with a reputation for literary excellence which can boast Booker Prize-winning alumni, and an extraordinary new state-of-the-art public library then I have yet to hear of it.”

Stephen Fry, actor, writer and UEA Honorary Graduate

Shopping

Norwich was voted one of the top 10 shopping destinations in the UK and it’s no wonder. With modern shopping malls, chain stores and half-timbered independent outlets sitting alongside stunning arcades and the UK’s largest open-air market, Norwich is a joy to walk around. As well as the big names – Norwich has four department stores, plus plenty of small, local outlets, vintage second-hand shops and exciting new ‘pop-ups’.

Art and Culture

Norwich was nominated as the UK’s City of Culture 2013, and it’s easy to see why. The city has six theatres with the Theatre Royal regularly staging West End productions, four cinemas, including the art house Cinema City, a number of established museums and a host of art galleries, from the renowned Norwich Gallery to artist-led galleries Outpost and Stew.

The Norfolk and Norwich Festival, held each May, is internationally acclaimed, attracting performers and visitors of all ages; its programme covering everything from classical ensembles to French-Canadian acrobats and the Open Studios scheme. The Festival also sees local artists opening up their studios for an exclusive peek inside.

The carnival and firework display for the Lord Mayor’s celebration every July is not to be missed while the Royal Norfolk Show, at the end of June every year, is the country’s largest two-day county show, which celebrates all that is great about this diverse county from its agricultural heritage to its gourmet food producers.

“The cathedral, castle and Elm Hill are the old and beautiful places to visit, whilst you can go to Chapelfield, Gentleman’s Walk and the market for a massive selection of shops, restaurants and cafe chains. The variety in Norwich is amazing.” Naomi Newell, BSc Law Graduate (pictured left).

The magnificent Norwich Castle dominates the city’s skyline.
Food and Drink
Norwich has plenty of choice when it comes to eating out. Japanese, Thai, Italian all sit alongside traditional English restaurants and pub grub. Celebrity chefs Delia Smith, Jamie Oliver and Antonio Carluccio all have restaurants in the city. Delia’s is an established restaurant situated alongside Norwich City’s football ground, whilst Jamie’s Italian has recently opened for business in the stunning Royal Arcade. You’ll be pleased to know that many Norwich eateries also offer student discounts.

Look out for all the great delis and farm shops for fresh, seasonal produce (Norfolk produces everything from juicy mussels to organic chocolate). The local microbreweries are worth a visit too, with some gorgeous local beers and real ales.

Nightlife
Norwich has a thriving club and bar scene with new establishments opening all the time. There are also a number of live music venues such as the Norwich Arts Centre and UEA’s very own LCR and the Waterfront.

There are hundreds of pubs dotted around Norwich, which at one time was said to have had a tavern for every day of the year. Many pubs host comedy and quiz nights whilst real ale fans will not want to miss October’s famous Norwich Beer Festival.

Perfect Location
The University of East Anglia has a unique location. Situated on the edge of both the city and countryside, you are perfectly placed to explore both. The Norfolk coastline is home to world famous bird reserves and beautiful beaches, as well as ever-changing countryside interlaced with sleepy medieval villages, bustling market towns and stately homes. One of England’s most beautiful national parks, The Broads, is also right on our doorstep for sailing, walking and cycling while paintballing, amusement parks, a trip to the zoo or a day at the races are all within easy striking distance of the University.

Travel
Norwich has excellent public transport with trains every 30 minutes to London. Norwich International Airport is only 15 minutes from the city centre and has links worldwide via four daily flights to Amsterdam. National Express and Megabus also operate services directly from the University.

“Weather: Norwich offers a climate that is temperate and enjoys a mild winter and a cool, short summer.

Norwich’s historic Royal Arcade is home to a Jamie’s Italian and the famous Colman’s Mustard shop and museum.

Magnificent windmills can be found alongside the Norfolk Broads – the UK’s largest natural protected wetland.

We are sure you will want to explore Norwich for yourself. Here are web references for good sources of further information:
Norwich and the Region
www.visitnorwich.co.uk
www.visitnorfolk.co.uk
www.visiteastofengland.com
Theatres
www.royalnorwich.co.uk
www.maddermarket.co.uk
www.maddermarket.co.uk
Museums
www.museums.norfolk.gov.uk
Norfolk and Norwich Festival
www.nnfestival.org.uk
The Forum
www.theforumnorwich.co.uk

National Crime Statistics show that Norfolk is the joint safest county in England.

“Norwich... has been voted one of the best small cities in the world.”
The Times Good University Guide 2014
Applying to UEA

Entry Qualifications
Applicants should normally have a good first degree from a recognised higher education institution in a relevant discipline. The University will take into account the educational and work experience of applicants.

English Language Requirements
We welcome applications from those whose first language is not English or those whose degree was not taught in English. To ensure such students benefit fully from postgraduate study, we require evidence of proficiency in English.

IELTS (or an equivalent qualification):
Taught: 6.5 (minimum 6.0 in all components)
Research: 7.0 (minimum 6.5 in all components)

In certain circumstances we may require the applicant to complete a Pre-Sessional English for Academic Purposes course prior to beginning their programme. This course may be taken at the University’s INTO Language Learning Centre, see our website for further details.

www.intohigher.com/uea

Students with Disabilities
We welcome applications from students with disabilities. The Disability Team aims to offer information, advice and the co-ordination of support required by students both before and during their studies. The more information we have in advance of your arrival, the easier it is for us to make any necessary preparations. This can include any reasonable adjustments which are required for your studies or accommodation. For more information see:

www.uea.ac.uk/services/students/disability

How to Apply
All applications need to be accompanied by certified transcripts and the final graduation certificate (if available) from the candidate’s earlier university, setting out examination results to date and the official results of IELTS (or equivalent) English tests where applicable. Applications should also include one formal academic reference.

Applications can be completed online:
www.uea.ac.uk/study/postgraduate/apply

Application and reference forms may also be downloaded from the individual course pages of the Faculty of Medicine and Health Sciences:
www.uea.ac.uk/hsc/pg

Research proposals
Research applicants are required to submit a four or five page research proposal. This should describe, as clearly and concisely as possible, the preliminary ideas of the research area, indicating the focused area of study, objectives and hypotheses, methodology, and a short bibliography. Research questions should be realistic and manageable, and should demonstrate access to primary and secondary sources of data, and that the research thesis can be completed within a reasonable timescale. The proposal will be circulated to members of academic staff working in the area of interest, and is an extremely important part of the application.

International Applicants
We welcome applications from students outside the UK. UEA offers a high-quality educational experience for international postgraduates, visiting students, exchange students and undergraduates. There are over 2,500 non-UK students studying at the University of East Anglia from more than 100 countries, including Australia, China, Cyprus, France, Gambia, Mexico, India, Kenya, Spain, the US and Vietnam. For further information about all aspects of life as an international student at UEA including English language requirements and help improving your English, please see:

www.uea.ac.uk/international

www.intohigher.com/uea

Our stunning campus, just 15 minutes from the centre of Norwich, has won over 20 awards for architecture.

UEA is in the top 10 of the Guardian’s People and Planet Green League 2011, which ranks universities according to their policies and commitment to environmental management.
Visiting Us

We are always delighted to meet prospective students, either before or after their applications. The best way to assess a university is to visit and experience what it has to offer. We warmly invite you to come and meet us.

Open Days

Our Open Days give you the chance to find out about student life, financing your degree and the courses we offer. You will be able to talk to lecturers and current postgraduate students as well as taking a tour around campus. For more information and upcoming dates see: www.uea.ac.uk/opendayinfo

Individual Visits

You are of course very welcome to visit the School at other times – just call us to make arrangements.

“The University’s job shop also gives students access to part-time work, work experience and volunteering opportunities. In addition, UEA’s graduate intern programme enables recent graduates to work full or part-time for between four and 12 weeks at a business in the eastern region.”

The Sunday Times University Guide 2013
Disclaimer

We have taken great care in compiling the information contained in this prospectus which we believe to be accurate at the time of going to press. However, the provision of courses, facilities and other arrangements described in the prospectus are regularly reviewed and may, with good reason, be subject to change without notice. Applicants for postgraduate programmes will be notified immediately of any material changes likely to have a bearing on their application, such as cancellation of, or major modification to, degree programmes or modules offered; changes to the delivery or location of courses; changes to accommodation provision; changes to entry requirements; or changes to fees and charges to be levied by the University. Should industrial action or other circumstances beyond the control of the University occur, and this interferes with the University’s ability to deliver programmes or other services in accordance with the descriptions provided, the University will use all reasonable endeavours to minimise disruption as far as it is practicable to do so. Provided the University complies with its obligations set out above, it shall not be liable to students or applicants, for any loss, costs, charges or expenses arising out of the information set out in this prospectus, changes to that information or any disruption or interference of the type described above.

Equal Opportunities

The University of East Anglia operates an equal opportunities admissions policy. It aims to ensure that no applicant will receive less favourable treatment on the grounds of sex, age, marital status, race, colour, nationality, ethnic origin, sexual orientation, or political or religious belief. The University welcomes applications from candidates with disabilities. Information contained in this brochure may also be made available in other formats, to ensure access for everyone. Please call (+44) (0)1603 593753 to discuss.

Ethical Investment Policy

The University of East Anglia operates an Ethical Investment Policy.

Acknowledgements

Produced by UEA Marketing and Communications
Design by Darren Leader Studio
Photography by The Photographic Unit, Ricky-Joe Burunge, Steve Wright, Lightening Photography, Andi Sapey and Pete Huggins.
Library Images: Getty Images, iStockphoto.
Printed by Gallpen, Norwich.
This prospectus has been printed on an FSC accredited paper, produced from sustainably managed forests, using vegetable based inks.
Produced July 2014
UEA Achievements

“UEA consistently ranks among the best universities in the country for student satisfaction. Its well taught degree courses and excellent facilities combined with a great social life and a nice place to live all on one stunning campus gives students the best of all worlds.”
The Sunday Times University Guide 2013

“The University of East Anglia is an increasingly popular campus-based university, just a couple of miles from the centre of Norwich. The university consistently makes the top 10 in the National Student Satisfaction Survey and was voted top English university in the latest What Uni Student Choice Awards.”
The Guardian Good University Guide 2014

“A top 15 university.”
The Guardian University Guide 2015
The Complete University Guide 2015
Further Information
Postgraduate Admissions
Faculty of Medicine and Health Sciences
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ

T  +44 (0) 1603 591515
F  +44 (0) 1603 591523
E  admissions@uea.ac.uk
W  www.uea.ac.uk