



**UNIVERSITY OF
PLYMOUTH**



**The Paediatric Specialist Group of the BDA in Partnership
with the University of Plymouth**

**Paediatric Dietetics - A modular course for dietitians &
MSc Advanced Professional Practice (APP) in Paediatric
Dietetics**

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INTRODUCTION

The BDA paediatric modules have been designed for qualified dietitians to allow them to build on their existing knowledge of paediatric nutrition and dietetics and to reflect on the current healthcare and Paediatric Dietetics Summary Pathway Guide March 2025

educational needs of dietitians working in the UK and beyond. The modules provide a progressive path through paediatric training with the modular format allowing flexibility for dietitians who have differing levels of experience, whether working in primary care, community or the acute setting. For example, a paediatric community dietitian may choose to attend modules 1, 2 and 3 whereas a dietitian with an aspiration to work at a tertiary level may wish to attend all 5 modules. Experienced paediatric dietitians may take modules 3, 4 and 5 as a means of updating and enhancing their scientific knowledge base. Dietitians will be attending a course that is endorsed by the British Dietetic Association and that is recognised and valued by healthcare institutions.

Why study with us?

Both BDA Paediatric Tutors and the School of Health Professions have exceptional international and national research reputations. BDA Paediatric Tutors are highly experienced specialist paediatric dietitians who will support your learning and development. The MSc APP in Paediatric Dietetics programme is very well established and has helped many paediatric dietitians move forward with their careers. The school offers an inter-professional environment in which to study, reflecting the diverse professions who study with us.

Study routes

1. Stand-alone short course

2. MSc APP Paediatric Dietetics

3. MSc credit accumulation

1. Stand Alone Short Courses

The BDA paediatric modules can be taken as stand-alone short courses (attendance only route). Each module is delivered as either a 2 x 2-day on-line or a hybrid model of 2 days on-line followed by two days face to face teaching blocks. Paediatric Dietitians may take a single module, or they may progress through all five modules depending on their learning needs. They are all practical in nature and learning is achieved through lectures, workshops, case study presentations, problem solving and informal discussion groups. The course is endorsed by the BDA for 80 learning hours per module for continuous professional development (CPD). Learning hours will only be awarded to students who complete the pre-course work (reading and self-assessment) and attend the full 4 day taught component.

2. MSc Advanced Professional Practice in Paediatric Dietetics

The MSc programme is hosted by the School of Health Professions within the Faculty of Health at the University of Plymouth. The programme focuses on the development of advanced skills in clinical reasoning, critical appraisal, problem solving, leadership, clinical skills, and research to enable you to progress and make meaningful changes to your practice. It is designed to help you advance your career in enhanced clinical practice, as a manager or an academic and helps lay the foundations for doctoral study should you wish. The course is flexible and offered for 1 year on a full-time basis or 5 years on a part time study basis. The blended learning approach – using small blocks of attended teaching with distance learning – enabling busy professionals to fit their studies around work commitments and to attend from a distance.

Master's students do the same pre-course work (reading and self-assessment) and 4 day taught component as the students attending as a stand-alone short course route. However, they undertake a **rigorous** post-course assessment (4000-word assignment) within the allocated time frame. Further details are provided once students are allocated a place. Each BDA paediatric module (pathway

module) is worth 20 MSc credits. Students undertake additional core modules and optional modules hosted by the University of Plymouth to complete their MSc pathway (See Fig. 1).

3. MSc Credit Accumulation

The BDA paediatric modules can be taken at MSc level for students wishing to accumulate credits. You may have MSc level credits from another institution that you want to add these to. Each BDA paediatric module undertaken at level 7 is worth 20 MSc credits.

MSc Credit accumulation for Advanced Clinical Practitioner (ACP) portfolio route

ACP roles are exciting developments in the progression of the profession of dietetics. An ACP is an experienced, registered health care practitioner who has a high degree of autonomy and complex decision making. All of this is underpinned by an MSc degree or equivalent and encompasses four pillars of clinical practice. Additionally, the practitioner can manage clinical care in partnership with individuals, families, and carers; and analyse and synthesise complex problems across a range of settings, often resulting in innovative solutions enhancing outcomes and patient experience.

The four pillars which underpin ACP practice are:

1. Clinical Practice
2. Leadership and Management
3. Education
4. Research

Our MSc APP Paediatric Dietetics can support you to map against these four pillars in your portfolio. ADV774 'Contemporary Leadership' is essential to meet the leadership pillar and students should elect to do this as their optional module on the MSc APP programme. **Please liaise with Lisa Cooke or Abigail Tronco Hernandez to discuss your module choices to underpin these pillars.**

BDA PAEDIATRIC MODULES

Aims of BDA Paediatrics Modules

- To provide a planned programme which complements the skills of the Registered Dietitian, providing additional expertise necessary for advanced, evidence-based practice in the field of paediatric dietetics
- To enable students to apply theoretical knowledge and practical skills to an increasingly complex caseload in order to provide the most appropriate advice for infants (including preterm infants), children and adolescents
- To develop students' ability to analyse, interpret and synthesise new and emerging scientific knowledge in the field of paediatric nutrition and dietetics
- To give students confidence in handling a variety of paediatric cases of increasing complexity as they progress through the five modules
- To encourage effective communication of paediatric dietetics to patients, healthcare professionals and other groups
- To support students to critically analyse and interpret their own work to advance their practice

Summary Learning outcomes of BDA Paediatric Modules

On successful completion of the modules, students will be able to:

- Demonstrate an extended knowledge of nutritional principles, growth, feeding, nutrient requirements and nutritional assessment in the field of paediatric dietetics
- Demonstrate an appreciation of how psychosocial, financial and cultural factors affect families and children, and the importance of the multidisciplinary team in their management
- Apply and synthesise theoretical knowledge to recommend the most appropriate and current dietary regimens for normal infants, children and adolescents, and those with particular needs, such as over- and undernutrition and clinical conditions requiring a dietetic input
- Communicate their nutritional knowledge to groups or individuals and evaluate outcomes
- Critically evaluate new scientific and other evidence which may impact on dietetic practice

Outline module content

ADV741: Nutrition and Dietetics in Infancy and Childhood (Module 1)

- Growth and nutritional requirements from infancy to adolescence
- Infant feeding – breast, formula, complementary feeding (weaning)
- Problems in the early years of life
- Faltering growth, obesity and food allergy (in particular cow's milk protein allergy CMPA)
- Techniques for energy and nutrient supplementation
- Socio-economic impacts on achieving adequate nutrition

ADV742: Nutrition and Dietetics in Common Paediatric Disorders (Module 2)

- Nutritional needs and management of the premature infant
- Acute and community nutrition support (tube feeding, blended diets and parenteral nutrition)
- Neurological impairments, feeding difficulties, eating disorders
- Gastroenterology (e.g. coeliac disease, inflammatory bowel disease, irritable bowel syndrome, and eosinophilic disease), and nutritional management including use of specialised formulas, dietary supplements and food-based treatments including the FODMAP diet
- Cystic fibrosis; diabetes mellitus; haematology & oncology

ADV743: Clinical Dietetics for Infants and Children (Module 3)

- Neonatal surgery (atresias, abdominal wall defects, necrotising enterocolitis)
- Gastroenterology (disorders of fat and carbohydrate malabsorption, motility disorders, prevention of nutrition related complications in long term gastroenterological conditions)
- Trauma, thermal injury, critical care, parenteral nutrition
- Renal diseases (acute and chronic, nephrotic syndromes); liver disease (acute and chronic)
- Ketogenic diets (classical, MCT, modified Atkins)
- Congenital heart disease; hyperinsulinism and ketotic hypoglycaemia

ADV720: Dietetic Management of Inherited Metabolic Disorders (Module 4)

- Disorders of protein metabolism (PKU, MSUD, homocystinuria, tyrosinaemia, organic acidaemias, urea cycle disorders)
- Disorders of carbohydrate metabolism (galactosaemia, glycogen storage diseases)
- Fatty acid oxidation disorders, hypolipoproteinaemias, hyperlipoproteinaemias
- Emergency regimens
- Feeding problems, adherence and education

ADV744: Neonatal Nutrition (Module 5)

- Management of complex neonatal nutritional problems (necrotising enterocolitis, gastrointestinal surgery, intestinal failure associated liver disease)

- Parenteral nutrition, gut priming, enteral nutrition
- Lactation, breastfeeding, donor breastmilk, formulas and fortifiers
- Post discharge nutrition; introduction of solid foods
- Catch-up growth and effect of early nutrition on later health

COST PER BDA MODULE (MSc LEVEL AND STAND-ALONE SHORT COURSE)

£820 inclusive of tuition, workshops and tutorial sessions.

The fee for each BDA paediatric module is the same, whether you choose to take the module as a stand-alone short course option (BDA certificate) or enrol with the University of Plymouth for 20 MSc level credits.

Table 1. DATES OF BDA MODULES

Module	Module Code	Attendance Dates	Location	Hand-in Date 4 pm
2025				
5	ADV744	Part 1, Monday 25 & Tuesday 26 November Part 2, Tuesday 10 & Wednesday 11 December 2024	Hybrid F2F (BDA part 2) and online distance learning	26 th February 2025
1	ADV741	Part 1, Tuesday 4 & Wednesday 5 February 2025 and Part 2, 11 th and 12 th February 2025	Online distance learning	Monday 7 th April
2	ADV742	Part 1, 4 & 5 th March and Part 2, 11 th & 12 th March 2025	Online distance learning	Monday 5 th May 2025
3	ADV743	Part 1 7 & 8 May and part 2 20 and 21 May (BDA Office)	Hybrid F2F (BDA part 2) and online distance learning	Monday 4 th August
4	ADV720	Part 1, 6 th & 7 th November and Part 2, 21 st and 22 nd November 2023	Hybrid, F2F (BDA part 1) and online distance learning	Wednesday 7 th January 2026

MODULE DELIVERY FORMAT

The BDA paediatric modules were delivered virtually using MS Teams in response to the covid pandemic. Our module teams have worked tirelessly to make the transition online, facilitating the traditional lecture sessions and group workshops. Module feedback from students has been positive. Students have appreciated the time and cost savings from not having to travel or book accommodation for online attendance. Therefore, modules will be delivered hybrid, as detailed in Table 1 henceforward.

APPLY TO ATTEND A BDA PAEDIATRIC MODULE

Modules are advertised on the BDA website. Allocation of places are on a 'first come, first served' basis. Register online <https://www.bda.uk.com/specialist-groups-and-branches/paediatric-specialist-group/education.html> and sign up to the mailing list

For further details regarding the application process contact sgevents@bda.uk.com

For further information regarding BDA module content (MSc level or CPD option) contact: **Lisa Cooke**, Education Officer and APP Masters clinical lead, Paediatric Specialist Group
Lisa.Cooke@uhbw.nhs.uk

MSC APP PAEDIATRIC DIETETICS

Admission Requirements

Unfortunately, we are unable to accept applications from overseas students for this programme as it does not comply with the current Tier 4 visa requirements.

Applicants will normally have an in-depth knowledge of nutrition and dietetics to honours degree level (or European first cycle equivalent) and evidence of relevant previous experience in nutrition and dietetics is required. Paediatric experience is essential to support your learning and development. Students must be Registered Dietitians with the Health and Care Professions Council (HCPC) to obtain the award of MSc APP in Paediatric Dietetics.

Please note: successful completion of this pathway does not lead to eligibility to apply for registration as a dietitian with the UK Health and Social Care Professions Council.

Applying for the MSc Programme

We accept applications for part time study all year around. Students often apply to join the programme when they undertake their first BDA paediatric module. However, we recommend you carefully consider whether you are ready to study at master's level before registering. We strongly recommend students undertake 'ADV702 Applying Evidence to Practice' early in their studies to gain an understanding of research principles. This runs in September each year. We also recommend students undertake the Plymouth University course to develop academic writing skills required for level 7 study.

The course can be accessed here: <https://digi-ed.plymouth.ac.uk/essential-academic-writing-skills/home/>

Further information about the programme can be accessed here
<https://www.plymouth.ac.uk/courses/postgraduate/msc-advanced-professional-practice-in-paediatric-dietetics>

Programme Application forms can be accessed here; 2 references, a CV and confirmation of past qualifications is required.

<https://www.plymouth.ac.uk/about-us/university-structure/faculties/health/cpd/professional-development-unit-admissions>

Please return your application to the Professional Development Unit: E-mail:
pduadmissions@plymouth.ac.uk

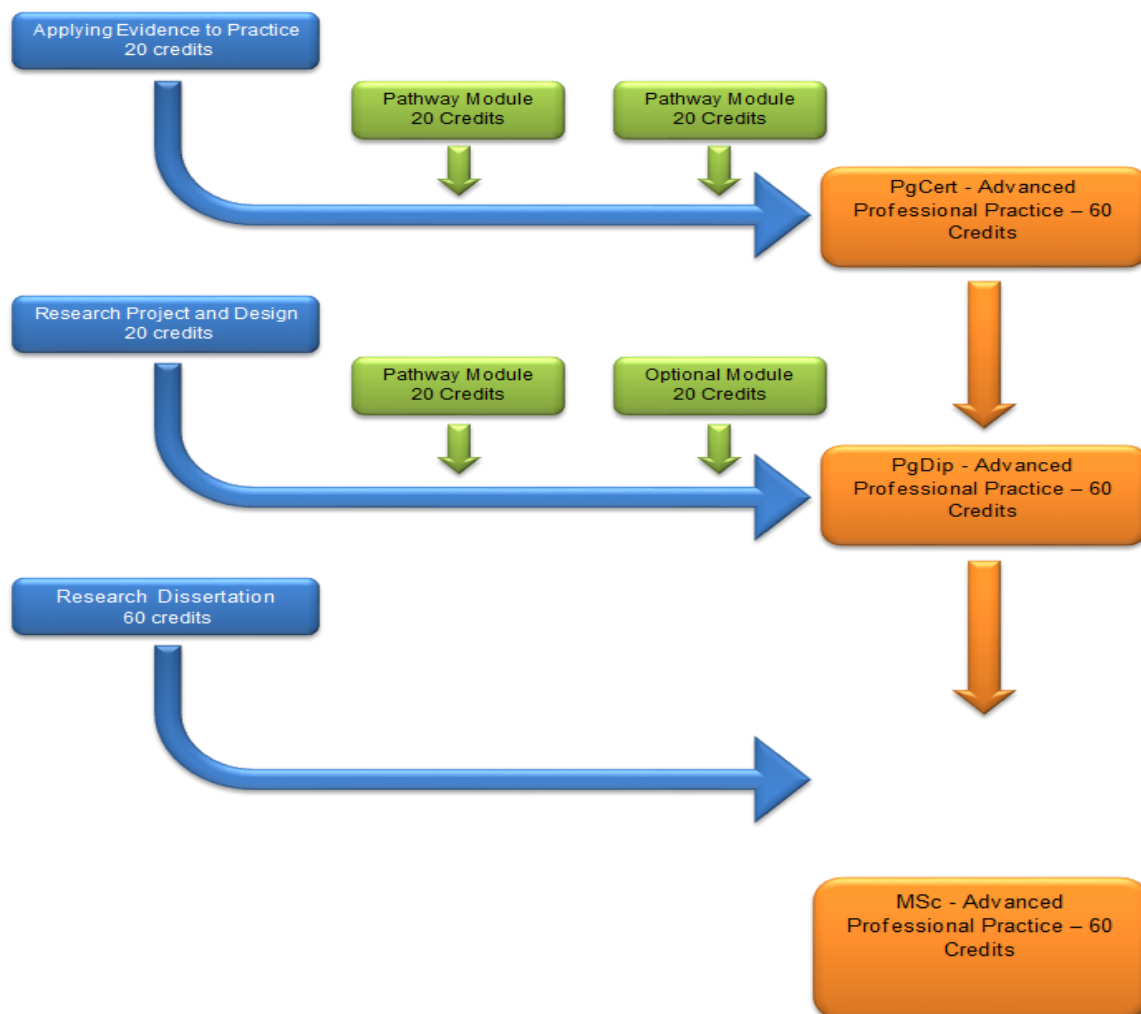
Contact **Abigail Tronco Hernandez (Programme Lead)** with any questions regarding the content of the programme or the **PDU admissions team** with any queries relating to application and administration.

Dietitians wishing to commence part time study with a BDA paediatric module should contact the **BDA Course Co-ordinator** to register. When you register for your first BDA Masters module you can also complete the process for registration onto the part time MSc Advanced Professional Practice Paediatric Dietetics pathway.

Fig 1. MSC ADVANCED PROFESSIONAL PRACTICE IN PAEDIATRIC DIETETICS

3 Core modules (blue)

3 pathway modules and 1 optional module (green)



Modules link together to form a PgCert, PgDip and MSc. Each stage of the degree requires 60 credits to progress. There are three points at which you can leave the degree – after 60 credits, 120 credits and 180 credits.

Table 2. SAMPLE STRUCTURE OF THE MSC APP IN PAEDIATRIC DIETETICS

PgCert 60 credits	Welcome, Induction and Resources to support MSc level study skills (not credit rated, self-directed so available all year round)
	* ADV702 Applying Evidence to Practice
	ADV741 Nutrition and Dietetics in Infancy and Childhood
	ADV742 Nutrition & Dietetics in Common Paediatric Disorders
PgDip 120 credits	ADV743 Clinical Dietetics for Infants and Children
	§ADV774 Contemporary Leadership or ADV749 Dietetic Practice: Supported Study or a fourth BDA paediatric module or choose from other #optional modules
	ADV715 Project Design for Research
MSc 180 credits	ADV716 Research Dissertation

Welcome, Induction and Resources block

There is no fee for this block, it is optional and self-directed. It will guide you through the resources available to you as a student at the University of Plymouth.

Pathway specific modules – Paediatric

Students with limited experience of paediatric dietetics are advised to do ADV741 and/or ADV742 first:

- ADV741 Nutrition and Dietetics in Infancy and Childhood
- ADV742 Nutrition and Dietetics in Common Paediatric Disorders
- ADV743 Clinical Dietetics for Infants and Children
- ADV720 Dietetic Management of Inherited Metabolic Disorders
- ADV744 Neonatal Nutrition

Core Modules - University of Plymouth

- *ADV702 & ADV702Z (Distance) Applying Evidence to Practice
- ADV715 Project Design for Research
- ADV716 Research Dissertation

* Students are encouraged to complete ADV702 Applying Evidence to Practice **early in their pathway** ideally in year 1. This module supports the development of literature searching, critical appraisal and academic writing skills, which will support students' ability to succeed in their BDA Paediatric Modules and other academic modules. Student feedback highlights that this module has boosted their confidence in their ability to undertake these key skills at MSc level, particularly when it has been a while since they were last at university and studying formally.

Optional Modules - University of Plymouth

- ADV774 Contemporary Leadership (2 x 2 taught days)
- ADV749 Dietetic Practice: Supported Study (via distance learning)
- #A range of other optional modules

§ We strongly recommend you complete ADV764 Leading Professionals; Managing Aspirations for Self and Others to support your career development in management and leadership. This will be essential if considering Advanced Clinical practitioner (ACP) roles in the future.

Other optional modules include:

- ADV760 Participation for Children and Young People
- HNUT703 Applied Sports Nutrition
- HNUT705 Public Health Nutrition
- MCR706 Systematic Review
- ADV735 Advancing the Management of Long-Term Conditions
- ADV766 Innovation in an Ever-Changing Marketplace – Entrepreneurship for Health and Social Care Professionals
- ADV759 International Perspectives and Practice Requirements for Health and Social Care Practitioners
- A relevant module taken elsewhere which aligns with the programmes' aims

Part time students can choose to complete the pathway, core and optional modules in any order but must achieve 60 credits before enrolling on Project Design for Research (ADV715).

ACCREDITATION OF PRIOR LEARNING (RPL PROCESS)

Accreditation of Prior Learning (RPL) is a tool we use to recognise learning already achieved and to make gaining academic credit easier. We value your existing experience, knowledge and learning, and don't expect you to repeat learning you have already achieved. There are many ways that you can achieve credit and we consider every claim on an individual basis, further information available

here: <https://www.plymouth.ac.uk/about-us/university-structure/faculties/health/cpd/accreditation-of-prior-learning>

Direct any queries to **Abigail Tronco Hernandez (Programme Lead)**.

Upgrading BDA Credits to MSc Credits

Paediatric dietitians who attended BDA Paediatric Specialist Group validated courses within the previous five years and chose not to complete the MSc assessment (4000 word assignment), can apply to convert their award to MSc credits through the University RP(E)L (accreditation of prior experiential learning) process. This will necessitate:

- submission of a completed APEL form
- a certificate of the BDA award
- CV and evidence of relevant work in the field
- Successful achievement of the same master's level summative assessment as those completing the current equivalent taught module.

The student will be set a hand in date in line with the next running of the module.

A maximum of 2 BDA modules can be completed by APEL, one each for PgCert and PgDip/MSc. The approximate cost is **£610** per module. This is subject to annual update. For further information contact PDU pduadmissions@plymouth.ac.uk

UNIVERSITY OF PLYMOUTH MODULES

Delivery

In 2024/25 core and optional modules will be delivered in a blended fashion with some in person and virtual delivery. Virtual sessions will be delivered live for students to join and recorded for those who need to catch up after the event. Speak with Abigail Tronco Hernandez for further information on specific modules if needed.

Core Modules

These modules are inter-professional, common to all the pathways and required for the MSc.

ADV702 Applying Evidence to Practice *(Taught face-face 2 x 2 days, or via distance learning)*

This module is aimed at the application of evidence based practice (EBP) to professional practice. Students will learn how to use research to guide best practice. They will identify a question relevant to their area of practice, review and critique the literature in the area, plan and evaluate any necessary change to professional practice.

ADV715 Project Design for Research *(Taught face-face 1x 2 day and 1 x 3 days or distance learning)*

Students will explore methodology and methods relevant to the development of a research project and by the end of the module will formulate a research proposal. The module will explore defining and refining a research question, selecting and appraising methodology, ethical considerations, selecting and appraising data collection and analysis techniques.

ADV716 Research Dissertation *(face-face, webinar and distance learning)*

Over the course of the module students will complete their dissertation as part of their Advanced Professional Practice MSc programme under supervision from the module team and a named dissertation supervisor.

Optional Modules

Candidates can take one of the listed optional modules below to align with their learning needs. Other optional modules may be available to suit your interests or chosen research methodology. Speak with the programme lead, Abigail Tronco Hernandez, for further information.

ADV774 – Contemporary Leadership *(Taught face-face 2 x 2days)*

This module will equip learners with the knowledge and skills needed to actively understand and inform personal development and individual leadership qualities. The module focus will use the professional arena to explore how engagement in personal leadership development can help self and others to reach their full potential, both individually and for organisational advancement.

Through the exploration of self and team behaviour, learners will engage in activities which will promote self-awareness and understanding, strengthening their ability to self-manage and influence others while utilising the resources available to them.

ADV749 – Dietetic Practice: Supported Study *(Distance learning)*

This module is specifically designed to enable students to develop their own professional practice by undertaking and reflecting on learning and experience gained through a period of supported independent study related to agreed learning objectives. For example, previous projects undertaken include a review of the dietary management of: Ketogenic diets, Weight Management, Parenteral Nutrition, PEG feeding. Thus, students identify an area of their own clinical practice that they would like to study in depth, to support a review and update of the relevant care pathway.

ADV760 - Participation for Children and Young People *(Taught face-face 2x2 days)*

This module gives students the opportunity to review current working practices, nationally and internationally, to enhance participation focus of goals with children and young people and improve service provision. Students will gain an understanding of current trends within practice and/or research and how they shape service delivery for children and young people as well as developing analytical skills in relation to interventions and outcome measures used in children's services and how they facilitate or inhibit participation. Students have opportunities to debate and discuss creative solutions to practice issues and enhance their critical reflection skills to develop professional practice with children, young people and families.

Location of Teaching of University of Plymouth Core Modules

All attendance modules are taught at the main university campus at Drake Circus, Plymouth. However, many have distance delivery options negating the need to travel to Plymouth.

Distance Learning

Core modules ADV702, ADV715 and ADV716 include 4-5 days of face-face teaching. However, these modules can also be taken via distance learning, which does not require attendance at University of Plymouth. Face-face sessions are recorded and made available online, offering distance students the opportunity to 'join' the face-face session live or catch up at a convenient time for them. Discussion forums, webinars and virtual supervisory sessions are also used to support student's engagement and learning.

2024-25 COST FOR UNIVERSITY OF PLYMOUTH MODULES:

Please follow the link below to access current information on fees:

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/professional-development-module-fees>

ASSESSMENT

All modules will be assessed using standard MSc level criteria

Formative Assessment (not graded)

- BDA pathway modules: self-assessment questions and a portfolio of learning experience, including competencies acquired during the module
- Core & optional modules: bullet point outline of essay plan and a paragraph of text for feedback re critical appraisal.
- Formative presentations of planned research in ADV715 and ADV716.

Summative Assessment (graded) (100%)

Students will submit a 4000-word evidence-based report using a case study of their choosing, that is related to a topic covered in the module. The submission will be informed by critical appraisal of available evidence and on best practice. See individual module handbooks for detailed guidance on the module assessment. These will be available on the Moodle DLE page when registered. The deadline date for submission of the MSc assessment varies. Students must pass the summative assessment with a pass mark of 50%.

Table 3. DATES OF UNIVERSITY OF PLYMOUTH MODULES (2024- 2025 ACADEMIC YEAR)

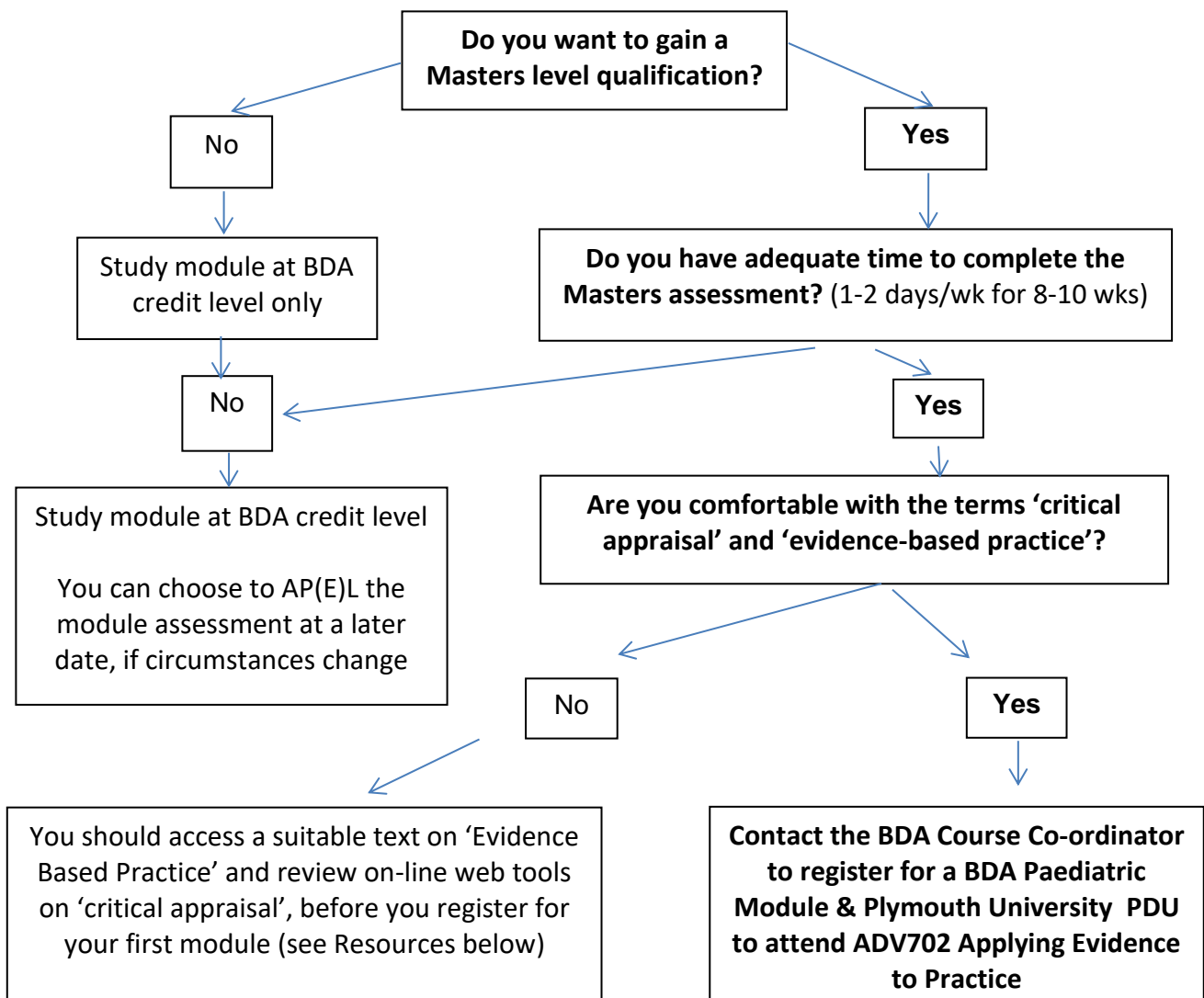
	Code	Title	2 day session	2 day session	Lead	Essay due
Free		Induction Study Block			Claire Hornsby	Recordings & resources available all year
Core	ADV702 & ADV702Z (distance)	Applying Evidence to Practice	AUTUMN	AUTUMN	Gunnar Schmidtman	TBC
Optional	ADV774	Contemporary Leadership			Rosi Raine and Heather Hunter	TBC
Core (runs twice yearly)	ADV715 & ADV715Z (distance)	Project Design for Research	30 sept, 1 st October 2024	4 th , 5 th and 6 th November & 12 th December 2024	Rachel Knight-Lozano	TBC
			13 th & 14 th January 2025	11 th 10 th & 12 th February and 27 march 2025		TBC
Optional (runs twice yearly)	ADV749 (Distance)	Dietetic Practice: Supported Study		Evening online webinars	Dr Tracey Parkin	TBC
						TBC
Core	ADV716 & ADV716Z (Distance)	Research Dissertation	9/01/2 13/03/25 08/05/25 26/06/25 27/06/25 17/07/25		Dr Lisa Bunn	TBC

ARE YOU READY TO STUDY AT MSc LEVEL?

All students who choose to study a BDA Paediatric Module as a stand-alone MSc module or as part of the MSc programme are advised to refresh their understanding, knowledge and skill in evidence-based practice and critical appraisal. The BDA Paediatric Module MSc assessments are essentially assessing your ability to work as an enhanced practitioner, by exploring and applying both best practice and current research evidence to the practice setting. If you are unsure of your ability in this field or would simply like to update your skills and gain confidence before you start, you will find suitable textbooks and websites listed below under **Resources**.

Induction material, including podcasts giving guidance on study at MSc level are available on the University of Plymouth MSc Advanced Professional Practice Moodle page. These are available following registration onto the programme with University of Plymouth log-in details.

Figure 2. Follow the pathway below to assess whether you are ready to study at master's level



RESOURCES

Suggested texts

Bolton, G. & Denderfield, R. (2018) *Reflective practice: writing and professional development*, 5th edn. Sage Publications.

Greenhalgh, T. (2010) *How to read a paper: the basics of evidence-based medicine*. 6th edn. John Wiley and Sons Ltd.

Newell, R. & Burnard, P. (2011) *Research for evidence-based practice in healthcare*. Wiley-Blackwell.

Rose, J. (2012) *The mature student's guide to writing*. Palgrave, Macmillan.

Thompson, S. & Thompson, N. (2008) *The Critically reflective practitioner*. Palgrave, Macmillan.

Williams, K., Wooliams, M. & Spiro, J. (2012) *Reflective writing: a pocket study skills*. Palgrave, Macmillan.

e-books

Garrett, L. K., Clarke, A. & Shihab, P. (2011) *Skills for nursing and healthcare students: study skills, maths and science*. Harlow: Pearson Education.

Glasziou, P., Del Mar, C. & Salisbury, J. (2007) *Evidence-based practice workbook: bridging the gap between health care research and practice*. Oxford: Blackwell.

Suggested websites

Critical Appraisal Skills Programme (CASP)

<http://www.casp-uk.net/>

International Centre for Allied Health Evidence (iCAHE)

<http://www.unisa.edu.au/cahe/default.asp>

NHS Evidence

<http://www.evidence.nhs.uk/default.aspx>

National Institute for Health and Clinical Excellence (NICE)

<http://www.nice.org.uk/>

Scottish Intercollegiate Guidelines Network (SIGN)

<http://www.sign.ac.uk/>

Wales Centre for Evidence-Base Care (WCEBC)

<http://www.cardiff.ac.uk/sonms/research/researchcentres/wcebc/index.html>

The Cochrane Library

<http://www.thecochranelibrary.com/view/0/index.html>