

Programme Specification

BN (Hons) Adult Nursing BN (Hons) Children's Nursing BN (Hons) Mental Health Nursing Academic Year 2017-18

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

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full time
Duration in years	Three years following standard progression for a full time student
Accreditation details	Currently accredited by Nursing and Midwifery Council
Final award	BN (Hons) Adult Nursing BN (Hons) Children's Nursing BN (Hons) Mental Health Nursing
Name of award	BN (Hons) Adult Nursing BN (Hons) Children's Nursing BN (Hons) Mental Health Nursing
Interim Exit awards	Certificate of Higher Education in Health Sciences Diploma of Higher Education in Health Sciences BSc Health Studies
FHEQ level of final award	Level 6
UCAS code	B745 (Adult) B735 (Children) B760 (Mental Health)
QAA Subject Benchmark or other external reference	Nursing
Programme Leads	Yvonne Middlewick Year 1 lead - Megan Bonner-Janes Year 2 lead - Amanda Smith Year 3 lead - Annabel Smoker
Date specification was written	December 2010
Date Programme was validated	February 2011
Date specification last updated	April 2017

Programme Overview

Brief outline of the programme

This full time programme is usually studied over 3 years and on successful completion of all parts, provides the student with eligibility to register with the Nursing and Midwifery Council as a Registered Nurse in the relevant field. This programme has been designed to provide the person with the skills, knowledge, understanding and values to be a world class and world leading nurse, drawing on the most up to date

research and evidence, students are supported in developing not only their nursing skills but the graduate attributes required to succeed.

Learning and teaching

Becoming a nurse involves learning in both the University and practice settings. The Faculty promotes inter-professional and trans-disciplinary learning where you will learn with, and from other professional groups to develop team working, management and leadership skills.

Assessment

The student is assessed in both the University and in practice settings and assessments are designed to allow the student to demonstrate their knowledge, understanding, competency and values. Within the University this may include essays, exams, presentations and professional conversations, and in practice this involves being supported and assessed by a mentor in practice. In practice settings the voices of service users and other professionals play a key part in the assessment process, with these being taken into account when the student is assessed and graded on their practice.

As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources effectively. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality Handbook and by the Nursing and Midwifery Council.

Educational Aims of the Programme

This programme will enable you to provide high quality nursing care in a rapidly changing healthcare environment. The programme has been designed to reflect how current and future services will be managed and delivered, including addressing the challenges of supporting people with long term conditions, and an ageing population, promoting and supporting public health as well as providing and supporting care in a variety of environments, including hospitals and people's homes.

It will equip you, as a registered nurse to lead, delegate, supervise and challenge as well as develop practice based on the best available evidence, to promote and sustain improvement with the aim of providing the highest quality of nursing care.

As a graduate of this programme you will have developed your skills and abilities and be able to think analytically, use problem solving approaches and evidence in decision making, exploit technologies and meet future expectations through lifelong learning.

The programme provides opportunities for you to develop and demonstrate knowledge, understanding, professional skills, intellectual skills, key skills and graduate attributes in the following areas:

- Provide you with the knowledge, skills and attitudes to equip you for a career in Nursing;
- Develop your competence in professional skills required to provide the highest level of patient care.
- Develop key, transferable skills for general use in graduate employment so that you become competent in both autonomous practice and in team-working in a variety of settings including: government, research, private and third sector services;
- Develop critical and analytical competence so that you become users and/or creators of research evidence in your professional practice;
- Provide opportunities for you to learn with and from other healthcare professionals so that you develop competence in inter-professional practice and working;
- Provide you with the skills for life-long learning;
- Provide a responsive curriculum that acknowledges service change, national and local developments;
- Develop a range of professional and interpersonal skills to work within a diverse and changing health and social care arena;
- Develop reflective skills to equip you with the skills to influence future healthcare provision.
- Challenge and develop your own beliefs and values to promote self.

Programme Learning Outcomes

Knowledge and Understanding

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

- A1 the philosophical foundations of nursing practice;
- A2 current theoretical perspectives on nursing practice;
- A3 anatomical, physiological, neurological, biomechanical, psycho-socio, socio-economic and pathological principles related to human health and wellbeing;
- A4 the bio-psychosocial model of disability and the impact on the individual's participation in society;
- A5 the ethical, moral and legal issues in relation to professional Nursing practice;
- A6 the requirements of clinical governance as demonstrated through the theoretical and scientific basis of research, research methodology, clinical audit, and evidence-based practice and application to Nursing practice;
- A7 the current and predicted future provision of health and social care provision in the private, public and third sectors including structure, drivers of change and policies.

Teaching and Learning and Methods

You are supported to acquire knowledge and skills in a contextual and integrated manner. This is primarily achieved through the use of: key note lectures facilitated by both academics and clinicians; student and tutor led seminars; case based learning; inter-professional and trans-disciplinary learning; directed and self-directed work; simulated practice, clinical practice experiences and technological leaning support, including online repositories and virtual learning environment.

Assessment Methods (includes formative and summative):

The Faculty allows you to demonstrate your successful learning using fair and reliable assessment methods. These may include formative and summative assessments such as: essays; written case studies; unseen examinations; critical appraisal of literature, Practice experience assessments, professional conversations, group guided learning activities and group and individual presentations.

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to demonstrate appropriate intellectual skills. These include the ability to:

- B1 formulate strategies for selecting appropriate and relevant information from a wide range of professional and inter-professional sources of knowledge;
- B2 synthesise and critically appraise information from a variety of sources in order to gain a coherent and evidenced based understanding of nursing theory and practice;
- B3 reflect critically on your and other professionals' practice and recognise the limits of your competency;
- B4 develop and utilise appropriate study skills to facilitate your own learning;
- B5 engage in debate and discussion in areas of professional controversy and future professional development areas;
- B6 construct reasoned argument concerning the funding and ethics of modern health & social care;
- B7 identify the needs of individuals from physical, psychological, environmental, social, emotional and spiritual perspectives to understand and value the diversity and complexity of human behaviour;
- B8 communicate with other professionals the nursing needs of people and the impact of health dysfunction on individuals', families' and communities' performance and wellbeing.

Transferable and/or Generic Skills

Having successfully completed this programme you will be able to demonstrate skills necessary to:

- C1 communicate effectively in a variety of forms to a variety of audiences;
- C2 critically evaluate academic, clinical and professional evidence and utilise research skills;
- C3 effectively manage time and prioritise workload to sustain efficient and effective practice;
- C4 work in individual and team working practice situations, developing autonomy and leadership skills;
- C5 demonstrate a concern for and promote the safety, rights, dignity and diversity of clients and colleagues;
- C6 demonstrate adherence to safe practice by ensuring the safety of yourself as a practitioner, your client and others who utilise your service through appropriate risk assessment and management;
- C7 utilise creative problem-solving skills in a variety of theoretical and practical situations;
- C8 utilise information management technologies to support learning, practice and research activities and take responsibility for this learning;
- C9 contribute confidently and appropriately to discussion, utilising evidence to support and justify your argument;
- C10 manage time and resources appropriately to demonstrate self-management and manage personal emotions and stress;

- C11 manage change effectively and respond to changing demands, demonstrate resilience;
- C12 empower individuals to take responsibility for their own health;
- C13 evaluate your own personal, academic, clinical and professional performance through reflective practice, exploring your own values and beliefs;
- C14 recognise and take responsibility for the need to and have the skills to engage with lifelong learning and learning beyond registration.

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Specific professional Nursing skills

Having successfully completed this programme you will be able to:

- D1. Practise autonomously, professionally and be responsible and accountable for safe, compassionate, person-centred, evidence-based nursing;
- D2. Work in partnership with other health and social care professionals and agencies, service users, their carers and families in all settings, ensuring decisions about care are shared;
- D3. Apply current legislation paying special attention to the protection of vulnerable people, including those with complex needs arising from ageing, cognitive impairment, long-term conditions and those approaching the end of life;
- D4. Respond warmly and positively to people of all ages who may be anxious, distressed, or facing problems with their health and wellbeing;
- D5. Assess and meet the full range of essential physical and mental health needs, including making reasonable adjustments, of people of all ages who come into your care. Taking account of how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities;
- D6. Promote the concept, knowledge and practice of self-care with people with acute and long-term conditions, using a range of communication skills and strategies;
- D7. Meet complex and coexisting needs of people in your chosen nursing field of practice, in any setting;
- D8. Use appropriate diagnostic and decision-making skills and safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in medical and surgical nursing practice, recognise and respond to the changing needs of adults, families and carers during terminal illness;
- D9. Use clinical governance processes to maintain and improve nursing practice and standards of healthcare;
- D10. Provide leadership in managing adult nursing care and coordinate interprofessional care when needed;
- D11. Recognise your role in disaster management, major incidents and public health emergencies, and respond appropriately according to level of competence.

Field specific professional nursing skills

Having successfully completed this programme within your chosen fields of practice you will be able to:

Adult

- D12. Recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people with mental health problems, people with physical disabilities, people with learning disabilities, older people, and people with long terms problems such as cognitive impairment;
- D13. Use a range of diagnostic skills, employing appropriate technology, to assess the needs of service users;
- D14. Safely used invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in medical and surgical nursing practice, providing information and taking account of individual needs and preferences;
- D15. Recognise and respond to the changing needs of families and carers during terminal illness and be aware of how service users' choices may change at different stages of progressive illness, loss and bereavement;
- D16. Recognise early signs of illness in people of all ages, making accurate assessments and starting appropriate and timely management of those who are acutely ill, at risk of clinical deterioration, or require emergency care;
- D17. Understand normal physiological and psychological processes of pregnancy and childbirth and work with the midwife and others, to provide basic nursing care to pregnant women and families during pregnancy and after childbirth.

Mental Health

- D12. Carry out systematic needs assessment, develop case formulations, negotiate goals, implement care plans and evaluate outcomes in partnership with others to meet the full range of essential physical and mental health needs of people of all ages who come into your care;
- D13. Practice in a way that focuses on the therapeutic use of self to engage with people distressed by symptoms of mental ill-health, including hearing voices, distressing thoughts or other perceptual problems, and to help them make informed choices about pharmacological, psychological and physical treatments;
- D14. Skilfully use a range of evidence-based interpersonal, psychological and psychosocial approaches to help individual and groups of service users explore and make sense of their experiences in a way that promotes self-determination and recovery;
- D15. Promote mental health and well-being in at-risk groups, challenging inequality and discrimination and providing person-centred, recovery focused practice, taking account of how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities;
- D16. Recognise and respond to factors that contribute to crisis and relapse using skills in early intervention, crisis resolution and relapse management to promote safety, security and recovery;
- D17. Contribute to the leadership, management and design of mental health care environments and services, working with service users, carers and others to shape future services, aide recovery, promote positive risk taking and ensure continuity of care across service boundaries.

Children's

- D12. Understand and apply the laws relating to child and parental consent, including giving and refusing consent, withdrawal of treatment and legal capacity;
- D13. Act as advocates for the right of all children and young people to lead full and independent lives and ensure the best interests of children and young people in all decisions;
- D14. Understand all aspects of development from infancy to young adult, and identify each child or young persons development stage, in order to communicate effectively with them using play, distraction and communication tools as appropriate to the individual's stage of development;
- D15. Use recognised, evidence-based, child-centred frameworks to assess, plan, implement, evaluate and record care, and to underpin clinical judgments and decision-making;
- D16. Work closely with relevant agencies and professionals in the prevention of maltreatment and the safeguarding of children and young people;
- D17. Work effectively with the multidisciplinary team and other agencies, to ensure smooth transition from children's services to adult services, taking account of individual needs and preferences.

Graduate Attributes

Graduate Attributes are the personal qualities, skills and understanding you can develop during your studies. They include but extend beyond your knowledge of an academic discipline and its technical proficiencies. Graduate Attributes are important because they equip you for the challenge of contributing to your chosen profession and may enable you to take a leading role in shaping the society in which you live.

We offer you the opportunity to develop these attributes through your successful engagement with the learning and teaching of your programme and your active participation in University life. The skills, knowledge and personal qualities that underpin the Graduate Attributes are supported by your discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences you will experience. Your development of Graduate Attributes presumes basic competencies on entry to the University

In addition to the subject specific knowledge and skills you will acquire by studying at the University of Southampton you will also have the opportunity to develop the following Graduate Attributes.

1. Global Citizenship

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

This may be further understood as:

- Appreciation of ethical and responsible practices
- Awareness of social, civic and environmental responsibilities
- Appreciation of the value of diversity

2. Ethical Leadership

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

This may be further understood as:

- Capacity to work well in a team including virtual communities
- Ability to respond responsibly to complex new situations
- Appreciation of enterprise to exercise tolerant and fair practices

3. Research and Inquiry

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

This may be further understood as:

- A capacity to identify, define and creatively respond to a challenge
- Ability to locate effectively, analyse and evaluate information
- Ability to sustain intellectual engagement with a subject

4. Academic

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

This may be further understood as:

- Openness to new ideas, methods and ways of thinking
- Deep knowledge of a subject informed by an understanding of the interconnectedness of different disciplines
- A capacity to make critical judgements

5. Communication Skills

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

This may be further understood as:

- Ability to select and apply verbal, written, numerical and visual literacy
- Ability to utilise presentation skills in order to represent ideas and data
- Familiarity with a range of appropriate communication technologies

6. Reflective Learner

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

This may be further understood as:

- An ability to respond effectively to new challenges
- An ability to sustain intellectual curiosity
- An ability to utilise continuously learned skills and constantly to seek improved solutions

Programme Structure

Typical course content

The award of BN (Hons) Nursing with eligibility to register with the NMC in the relevant field, is obtained upon completions of a minimum of 180 credits at the appropriate levels.

It is undertaken at academic levels 4, 5 and 6, corresponding to years 1, 2 and 3 in the full-time programme. Completion of each level accrues a minimum of 60 credits at the respective level. The full time route is normally completed in 3 years. The maximum period of registration shall normally be five years.

The programme is divided into study modules of 7.5 and 15 ECTS credits (European Credit Transfer System). Each credit represents approximately 20-25 hours of student effort. Degree classification is calculated in the following proportions: 50% from practice assessment grades, 50% from theory assessment grades

The programme is designed so that over 2300 hours of Practice experience education is achieved on completion of the programme as required by the Nursing and Midwifery Council and to comply with EU Directive 2005/36/EC. The emphasis on work-based learning as the primary mechanism for clinical learning is a significant feature on this programme. This has the benefit of allowing you, the student to experience 'authentic and fit for purpose' clinical learning, thus further improving employability. This has been achieved through collaboration and an on-going partnership with Health Education Wessex and other regional providers. Additionally, the innovative structure of the programme incorporates an emphasis on leadership and managing increasing complexity, which align to key government drivers around the future career development of nurses and workforce requirements.

Subjects studies include theory include physiological and social sciences, nursing theory, research methods, leadership and management as how these may be applied to practice. In practice these are further developed and applied and additional topics such as communication and psycho-motor skills are learnt, developed and employed.

Special Features of the programme

This programme involves mandatory placements in every year of the programme and will account for approximately 50% of the annual learning activity. The placements are normally organised by the University and will typically be within the Health and Social Care Sectors (NHS Trusts, Local Authority, Private, Voluntary and Independent Health sectors).

From August 2017, new students in England who pursue a career in Nursing, Midwifery and most Allied Health Professional (AHP) pre-registration courses will have access to the standard student support package of tuition fee loans and support for living costs, instead of receiving an NHS bursary. Students who are on an eligible programme may be entitled to claim travel and accommodation expenses incurred over and above daily travel costs to the University. The costs must be related to essential practice placements.

Study Modules

Practice Modules¹

Practice modules will be assessed at levels 4, 5 and 6. The practice modules are integrated into the programme and you will have the opportunity to consolidate what you learn at the University under the supervision of a recognised mentor. You will also be expected to integrate what you learn during the practice modules into the University based modules and this will contribute towards your award. Opportunities also exist for students to apply for Erasmus exchanges, which allow higher education students to study for part of their award in another country.

Theory Modules

The study modules within the programme (levels 4, 5 and 6), the credit ratings of the modules and the awards that can be gained are shown below.

Level	Modules	Credit Value	Exit Award
4	Practice Experiences 1 & 2	30	
	Foundations of Health Sciences	7.5	
	Foundations of Nursing Practice	7.5	
	Applied Health Sciences	7.5	
	Principals of Nursing Practice	7.5	
	TOTAL CREDIT POINTS at HEA level 4	60	Certificate in Health Sciences (60)
5	Practice Experiences 3 & 4	30	
	Acute Care	15	
	Long terms conditions and care	7.5	
	<i>Field specific module;</i> Adult Nursing - End of life and palliative care Children's Nursing – Context of Care Mental Health Nursing – Behaviour that challenges	7.5	
	TOTAL CREDIT POINTS at HEA level 5	60	Diploma in Health Sciences (120) This includes 60 HEA level 4 credits and 60 HEA level 5 credits.
	TOTAL CREDIT POINTS AT HEA Level 6	30	BSc in Health Studies (150), this must include 30 HEA level 6 credits
6	Practice Experiences 5* & 6*	30	
	Complex Care*	7.5	
	Transitions*	7.5	
	Research	15	
	End of year 3	60 level 4 60 level 5 60 level 6	
	TOTAL CREDIT POINTS at HEA level 6	60	Bachelor of Nursing with Honours

¹ Placement in a health and/or social care environment

	TOTAL CREDIT POINTS at HEA level 6 Modules marked * are required for this award	45	Bachelor of Nursing
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Successful completion of this programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC). It is a legal requirement that anyone who wishes to practice using a title protected by the Nursing and Midwifery Order 2001 is registered with the NMC. For more information, please see the NMC website at: www.nmc-uk.org

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essay, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

Progression Requirements

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

On completion of the programme you will have five years in which to register or record a qualification leading to a mark on the register.

Intermediate exit points

Qualification	Minimum overall credit in ECTS credits	Minimum ECTS Credits required at level of award
BSc Health Studies	At least 150	30 at level 6
Diploma of Higher Education in Health Studies	at least 120	45
Certificate of HE in Health Studies	at least 60	45

Learning Outcomes for Named Exit Awards

The level of development of the knowledge, understanding and skills is indicated by the learning outcomes detailed below against each of the intermediate exit awards. Neither the Certificate of Higher Education in Health Studies, Diploma of Higher Education in Health Studies or BSc Health Studies gives eligibility to apply to the NMC to register as a nurse.

Certificate of Higher Education in Health Studies

Having successfully completed the Level 4 modules you will be able to demonstrate:

1. knowledge of underlying concepts of the biological, physical and behavioural sciences that underpin nursing;
2. knowledge of the principles that underpin assessment, treatment and evaluation in nursing practice;
3. skill in selecting and using nursing interventions which can be used in a practice setting;
4. an ability to develop arguments and make sound judgements based on the underlying concepts and principles of nursing practice covered;
5. an ability to apply the underlying concepts and principles of nursing practice in a defined placement environment under the guidance of a registered nurse;
6. an ability to communicate the results of your study accurately and reliably;
7. an ability to work within a team to complete shared tasks.

Diploma of Higher Education in Health Studies

Having successfully completed the level 4 and 5 modules you will be able to demonstrate:

1. knowledge and critical understanding of the established principles of nursing practice;
2. an ability to apply the underlying concepts and principles of nursing practice outside the context in which they were first studied;
3. an ability to apply the underlying concepts and principles of nursing practice in a placement environment under the supervision of a registered nurse;
4. knowledge of the main methods of enquiry in nursing and an ability to critically evaluate the appropriateness of different approaches to problem solving and clinical reasoning;
5. understanding of the limits of your knowledge and how this influences analysis and interpretation of information and application of clinical skills;

6. a willingness to undertake further training, develop existing skills and acquire new competences that will enable you to assume significant responsibility within organisations.

BSc Health Studies

Having successfully completed the level 4, 5 and 6 modules you will be able to demonstrate:

1. a systematic understanding of the key aspects of health and nursing studies, including the acquisition of a coherent and detailed knowledge of the discipline;
2. an ability to deploy established techniques used to analyse and audit aspects of health care;
3. a conceptual understanding that enables:
 - a. problem solving and advocacy skills based on contemporary key ideas and techniques;
 - b. an accurate articulation of relevant research and contemporary health care practise;
 - c. an appreciation of the complexities of contemporary health care, including the role, responsibilities and boundaries of health care workers;
 - d. the ability to make judgements taking account of a range of evidence;
4. an ability and willingness to learn independently using relevant and primary sources of information;
5. the communication of relevant information, principles and practises in health care settings;
6. the ability to initiate and conduct projects

Support for student learning

There are facilities and services to support your learning, some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

In the Faculty you will be able to access:

- A tutorial system – you will have a Personal Academic Tutor to take an interest in your whole experience of being a student at the University Southampton.
- An induction programme for orientation to the Faculty.
- Opportunities to learn from a wide range of health professionals including experts from the field.
- Student handbooks to support campus based studies, placements and to explain assessment regulations.
- University computer workstations.
- Web-based learning facilities provided by both the Faculty and the University.
- Library and study skills packages provided by the Faculty as well as the libraries and learning centres.
- Practical skills labs and specialist equipment for student-led learning and simulated practice.
- Practice experience opportunities.
- A team or support personnel whilst in practice to include mentors, Learning Environment Leads and Practice Co-ordinators .
- Dedicated Practice experience academic and administration staff to ensure excellent liaison between the Faculty and the placement locations.
- A student representative system and staff-student liaison committee so that your views on the programme can be heard both during the teaching periods and after the modules are completed.

The University will provide you with:

- Guaranteed accommodation for all first year students.
- Wardens in all halls of residence.
- Libraries with specialist collections that are staffed by helpful and skilled librarians and are open at convenient times for students.
- Information Technology facilities with generous ratios of machines to students.
- Web-based learning & communication resources.
- Information Technology links into many of the halls of residence.
- University health service.
- Counselling service.
- Mentoring Services for students with mental health issues.
- Chaplains on all main campuses.
- Disabilities officer to assist any student with special needs related to physical, sensory or mental health impairment.
- Dyslexia Service for those with a certificated learning difference.
- Careers advisory service.
- Adherence to the principles of EQUIP (Enhancing Quality in Partnership)
- Student Union Information and Advice Service
- 'First Support' which can advise on a range of issues which may affect you whilst you are a student at the University and when relevant arrange for support.

The Students' Union provides

- An academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- Opportunities for extracurricular activities and volunteering.
- An Advice Centre offering free and confidential advice including support if you need to make an academic appeal.
- Support for student peer-to-peer groups, such as Nightline.

Methods for evaluating the quality of teaching and Learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

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

- Regular module and programme reports which are monitored by the Faculty.
- Programme validation, normally every five years.
- External examiners, who produce reports on each module and an annual report.
- Professional body accreditation/inspection involving the NMC, Health Education Wessex, employers and peer professionals.
- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency
- Monitoring of your individual progression through personal tutor and review systems.
- Annual contract monitoring by NHS South Central.
- Annual report to relevant professional bodies.
- Student evaluation of practice experience.

Criteria for admission

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

The Faculty welcomes applications from school leavers, graduates and mature students. To be admitted to the BN (Hons) Nursing programme you must be able to satisfy the requirements of the University of Southampton, the Nursing and Midwifery Council and the Faculty of Health Sciences.

More information can be found through the University website:

<http://www.soton.ac.uk/study/undergraduate/courses/2011/index.html>

Since you will be working with physically and psychologically vulnerable people, it is important that you should be in good physical and mental health on entering the Nursing programme and throughout your period of study. You will be required to undertake a health screening process and may need to update your immunisation status before going on clinical placement. Disability is not a bar to entry as long as you are capable of working as a Nurse within your chosen field of practice.

You must declare any convictions, cautions, reprimands or final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013). You must disclose any police record and discuss it, in confidence, with the programme leader. Having a record will not necessarily debar you from entering the programme.

All students registered for this programme are advised to become members of a union.

All places are conditional on satisfactory evidence of academic achievement and health and criminal record checks.

Entry Requirements

Qualification	Grades	Subjects required	Subjects not accepted	EPQ Alternative offer (if applicable)	Contextual Alternative offer (if applicable)
GCE A level (minimum of 3)	BBB	preferably including a science or social science	General Studies Critical Thinking	No	None
GCSE (minimum of 5)	4-9 or A*-C	English Language, Mathematics & Science	General Studies Critical Thinking	No	None
IB (International Baccalaureate?)	30 (16 at higher)				

Alternative qualifications

BTEC: D*DD in science or social science based course

Access to HE: 27 distinctions at level 3 from science or social science course

We also accept other qualifications such as Scottish Highers, Irish Leaving Certificates and certain Open University courses.

Mature applicants

No exceptions

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#).

Students on this programme may choose to enter the programme through a Recognition of Prior Learning [RPL] route. Your previous study, for example a foundation degree together with appropriate practice experience may enable you to make an RPL claim against parts of the programme (applicants can discuss a potential claim with the recruitment team at the Faculty of Health Sciences). The programme is designed so that normally one third of the programme can be subject to RPL, although in exceptional circumstances up to 50% of the programme can be subject to RPL.

English Language Proficiency

Overall	Reading	Writing	Speaking	Listening
7.0	7.0	7.0	7.0	7.0

Career Opportunities

Adult Nursing

Nurses may have more contact with patients than any other member of a healthcare team.

As a practising nurse you will be the central support system for patients recovering from acute and long-term illnesses.

Adult nurses can also find themselves working in specialist areas such as: intensive care, theatre and recovery, cancer care, or care of older people.

It is a career that offers many opportunities to work around the globe, as well as here at home, in the richest variety of roles and with many exciting challenges.

Most of our graduates pursue employment with the NHS. However, the diverse nature of nursing means that they could also enjoy opportunities with the police, social work, or even the armed forces.

Children's Nursing

As a graduate with a BN children's nursing degree you will enjoy a vast array of career options. Being a children's nurse is a rewarding and satisfying career, which allows you to make the most of your talents.

Our focus on combining clinical experience with world class academics means that you will be fully equipped to understand the unique nature of children, their families and their needs.

As a children's nursing degree holder you could find yourself working with other professionals from all walks of life, including: the police, other emergency services, health visitors, social workers, child protection agencies and charities. As your career progresses you could opt to work in a range of hospital or community based settings across a number of specialist areas, such as: premature baby care, cancer care, or intensive care.

Mental Health Nursing

Working as a nurse in the field of mental health is extremely rewarding.

You will need to be a good listener to help people through their problems.

By the end of your degree you will have developed a range of transferable skills essential to nursing.

BN mental health nursing degree graduates go on to work in a variety of settings, including: shelters, addiction and self-harming services, dementia services, residential homes, prisons and acute units.

Overview

Health Sciences students went into employment or further study within six months of graduating.

This is largely down to the hard work and dedication of the individuals who chose to study with us. But it is also because employers know that we give our students a world class learning environment that helps them reach their potential early.

More information about careers in nursing can be found on the NHS Careers website

External Examiners(s) for the programme

Name Tony Barr

Institution University of Dundee

Name Karen Green

Institution University of Wolverhampton

Name Carol Chamley

Institution University of Coventry

Name Shaun Grainger

Institution Teeside University

The role of an external examiner is to scrutinise and report on the assessment processes and outcomes for the faculty

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

“TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the [Bologna Process](#) and at a later stage the [Lisbon Strategy](#) to the higher educational sector. Tuning is an approach to (re-)design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. This programme fulfils the requirements of the Tuning Project.”

Appendix 1:

Learning outcomes and Assessment Mapping document template

Key = FHS - Foundations of health science; FNP - Foundations in Nursing practice; AHS - Applied Health Sciences; P - practice; Acute - Acute care needs; FS - Field Specific (Mental Health- Behaviour that challenges; Child - Contexts of care; Adult - End of Life and Palliative care) Complex - Complex care needs; L&M - Leadership and Management

EDUCATIONAL AIMS OF THE PROGRAMME	FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONS	RESEARCH	P5&6
	Module learning outcomes												
<ul style="list-style-type: none"> Provide you with the knowledge, skills and attitudes to equip you for a career in Nursing. 	X	X	X	X	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Develop your competence in professional skills required to provide the highest level of patient care. 	X	X	X	X	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Develop key, transferable skills for general use in graduate employment so that you become competent in both autonomous practice and in team-working in a variety of settings including; government, research, private and third sector services. 	X	X	X	X	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Develop critical and analytical competence so that you become users and/or creators of research evidence in your professional practice. 	X	X	X	X	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Provide opportunities for you to learn with and from other healthcare professionals so that you develop competence in inter-professional practice and working. 	X	X	X	X	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Provide you with the skills for life-long learning. 	X	X	X	X	X	X	X	X	X	X	X	X	X

EDUCATIONAL AIMS OF THE PROGRAMME	Module learning outcomes/content addressing programme learning outcomes													
	FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	PHS	P3&4	COMPELX	TRANSITI ONS	RESEARCH	P5&6
Programme learning outcome														
<ul style="list-style-type: none"> Provide a responsive curriculum that acknowledges service change, national and local developments. 	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Develop a range of professional and interpersonal skills to work within a diverse and changing health and social care arena. 	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Develop reflective skills to equip you with the skills to influence future healthcare provision 		X		X	X		X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> Challenge and develop your own beliefs and values to promote self. 		X		X	X			X		X	X	X	X	X

KNOWLEDGE AND UNDERSTANDING	FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
	Modules												
A1 the philosophical foundations of Nursing practice;		X						X	X	X	X	X	X
A2 current theoretical perspectives on Nursing practice;	X	X		X	X			X			X		
A3 anatomical, physiological, neurological, biomechanical, psycho-socio, socio-economic and pathological principles related to human health and wellbeing;	X		X		X	X	X	X	X	X			X
A4 the bio-psychosocial model of disability and the impact on the individual's participation in society;			X		X		X	X	X				X
A5 the ethical, moral and legal issues in relation to professional Nursing practice;		X	X	X	X	X	X	X	X	X	X	X	X
A6 the requirements of clinical governance as demonstrated through the theoretical and scientific basis of research, research methodology, clinical audit, and evidence-based practice and application to Nursing practice		X		X		X				X	X	X	X
A7 the current and predicted future provision of health and social care provision in the private, public and third sectors including structure, drivers of change and policies.		X		X		X	X			X	X		X

SUBJECT SPECIFIC INTELLECTUAL AND RESEARCH SKILLS

	FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
Programme learning outcome													
B1 formulation of strategies for selecting appropriate and relevant information from a wide range of professional and inter-professional sources of knowledge;	X		X	X		X	X			X	X	X	X
B2 synthesise and critically appraise information from a variety of sources in order to gain a coherent and evidenced based understanding of nursing theory and practice;		X	X	X		X	X	X	X	X	X	X	X
B3 reflect critically on your and other professionals' practice and recognise the limits of your competency;	X				X		X	X	X	X	X	X	X
B4 develop and utilise appropriate study skills to facilitate your own learning;	X	X	X	X	X	X	X	X	X	X	X	X	X
B5 engage in debate and discussion in areas of professional controversy and future professional development areas;	X					X		X		X	X	X	
B6 construct reasoned argument concerning the funding and ethics of modern health & social care;						X		X			X		
B7 identify the needs of individuals from physical, psychological, environmental, social, emotional and spiritual perspectives to understand and value the diversity and complexity of human behaviour;	X		X		X	X	X	X	X	X			X
B8 communicate with other professionals the nursing needs of people and the impact of health dysfunction on individuals', families' and communities' performance and wellbeing.			X		X	X	X	X	X	X	X	X	

TRANSFERABLE AND/OR GENERIC SKILLS		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
Programme learning outcome														
C1	communicate effectively in a variety of forms to a variety of audiences;	X	X	X	X	X	X	X	X	X	X	X	X	X
C2	critically evaluate academic, clinical and professional performance and utilise research skills;		X	X	X		X	X	X		X	X	X	
C3	effectively manage time and prioritise workload to sustain efficient and effective practice;	X	X	X	X	X	X	X	X	X	X	X	X	X
C4	work in individual and team working practice situations, developing autonomy and leadership skills;	X	X	X	X	X	X	X	X	X	X	X	X	X
C5	demonstrate a concern for and promote the safety, rights, dignity and diversity of clients and colleagues;		X		X	X				X		X		X
C6	demonstrate adherence to safe practice by ensuring the safety of yourself as a practitioner, your client and others who utilise your service through appropriate risk assessment and management;		X		X	X		X	X	X		X		X
C7	utilise creative problem-solving skills in a variety of theoretical and practical situations;	X	X	X	X	X	X	X	X	X	X	X	X	X
C8	utilise information management technologies to support learning, practice and research activities and take responsibility for this learning	X	X	X	X	X	X	X	X	X	X	X	X	X
C9	contribute confidently and appropriately to discussion utilising evidence to support and justify your argument.	X	X	X	X	X	X	X	X	X	X	X	X	X

TRANSFERABLE AND/OR GENERIC SKILLS													
	FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
Programme learning outcome													
C10 manage time and resources appropriately to demonstrate self-management and manage personal emotions and stress	X	X	X	X	X	X	X	X	X	X	X	X	X
C11 manage change effectively and respond to changing demands;					X				X	X	X		
C12 empower individuals to take responsibility for their own health;				X	X	X	X	X	X	X	X	X	X
C13 evaluate your own personal, academic, clinical and professional performance through reflective practice, exploring your own values and beliefs;	X	X	X	X	X	X	X	X	X	X	X	X	X
C14 recognise and take responsibility for the need to and have the skills to engage with lifelong learning and learning beyond registration.		X		X						X	X	X	

SPECIFIC PROFESSIONAL NURSING SKILLS		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
Programme learning outcome														
D18.	Practise autonomously, professionally and be responsible and accountable for safe, compassionate, person-centred, evidence-based nursing				X	X	X	X	X	X	X	X	X	X
D19.	Work in partnership with other health and social care professionals and agencies, service users, their carers and families in all settings, ensuring decisions about care are shared.				X	X		X	X	X		X		X
D20.	Apply current legislation paying special attention to the protection of vulnerable people, including those with complex needs arising from ageing, cognitive impairment, long-term conditions and those approaching the end of life.		X	X	X	X	X	X	X	X	X	X	X	X
D21.	Respond warmly and positively to people of all ages who may be anxious, distressed, or facing problems with their health and wellbeing.					X				X				X
D22.	Assess and meet the full range of essential physical and mental health needs, including making reasonable adjustments, of people of all ages who come into your care. Taking account of how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities		X		X	X	X	X	X	X		X		X

SPECIFIC PROFESSIONAL NURSING SKILLS		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
Programme learning outcome														
D23.	Promote the concept, knowledge and practice of self-care with people with acute and long-term conditions, using a range of communication skills and strategies				X	X	X	X		X	X			X
D24.	Meet complex and coexisting needs of people in adult nursing field of practice, in any setting.	X		X	X	X				X	X			X
D25.	Use appropriate diagnostic and decision-making skills and safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in medical and surgical nursing practice, recognise and respond to the changing needs of adults, families and carers during terminal illness.				X	X	X	X	X	X	X			X
D26.	Use clinical governance processes to maintain and improve nursing practice and standards of healthcare.		X		X		X			X	X	X		X
D27.	Provide leadership in managing adult nursing care and coordinate interprofessional care when needed.		X			X				X	X	X		X
D28.	Recognise your role in disaster management, major incidents and public health emergencies, and respond appropriately according to level of competence.											X		

SPECIFIC PROFESSIONAL NURSING SKILLS	FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
Programme learning outcome													
D29. Recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people with mental health problems, people with physical disabilities, people with learning disabilities, older people, and people with long terms problems such as cognitive impairment.				X	X				X	X			X
D30. Use a range of diagnostic skills, employing appropriate technology, to assess the needs of service users	X			X	X	X	X	X		X			X
D31. Safely used invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in medical and surgical nursing practice, providing information and taking account of individual needs and preferences	X		X	X	X				X				X
D32. Recognise and respond to the changing needs of families and carers during terminal illness and be aware of how service users' choices may change at different stages of progressive illness, loss and bereavement.			X		X	X		X		X			X
D33. Recognise early signs of illness in people of all ages, making accurate assessments and starting appropriate and timely management of those who are acutely ill, at risk of clinical deterioration, or require emergency care.			X	X	X	X	X	X	X	X	X		X
D34. Understand normal physiological and psychological processes of pregnancy and childbirth and work with the midwife and others, to provide basic nursing care to pregnant women and families during pregnancy and after childbirth	X		X	X						X			

MENTAL HEALTH		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONS	RESEARCH	P5&6
Programme learning outcome														
D19.	Carry out systematic needs assessment, develop case formulations, negotiate goals, implement care plans and evaluate outcomes in partnership with others to meet the full range of essential physical and mental health needs of people of all ages who come into your care.				X	X	X	X	X	X	X			X
D20.	Practice in a way that focuses on the therapeutic use of self to engage with people distressed by symptoms of mental ill-health, including hearing voices, distressing thoughts or other perceptual problems, and to help them make informed choices about pharmacological, psychological and physical treatments	X			X	X	X	X	X	X	X			X
D21.	Skilfully use a range of evidence-based interpersonal, psychological and psychosocial approaches to help individual and groups of service users explore and make sense of their experiences in a way that promotes self-determination and recovery			X		X	X	X		X	X	X		X
D22.	Promote mental health and well-being in at risk groups, challenging inequality and discrimination and providing person-centred, recovery focused practice, taking account of how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities			X	X	X	X	X		X	X			X

MENTAL HEALTH		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
Programme learning outcome														
D23.	Recognise and respond to factors that contribute to crisis and relapse using skills in early intervention, crisis resolution and relapse management to promote safety, security and recovery	X		X	X		X	X		X	X			X
D24.	Contribute to the leadership, management and design of mental health care environments and services, working with service users, carers and others to shape future services, aide recovery, promote positive risk taking and ensure continuity of care across service boundaries						X	X		X	X	X		X

CHILD		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONS	RESEARCH	P5&6
Programme learning outcome														
D25.	Understand and apply the laws relating to child and parental consent, including giving and refusing consent, withdrawal of treatment and legal capacity	X				X	X		X	X				X
D26.	Act as advocates for the right of all children and young people to lead full and independent lives and ensure the best interests of children and young people in all decisions					X	X		X	X	X			X
D27.	Understand all aspects of development from infancy to young adult, and identify each child of young persons development stage, in order to communicate effectively with them using play, distraction and communication tools as appropriate to the individual's stage of development	X		X		X	X	X	X	X	X			X
D28.	Use recognised, evidence-based, child-centred frameworks to assess, plan, implement, evaluate and record care, and to underpin clinical judgments and decision-making.	X	X	X	X	X	X	X	X	X	X	X	X	X
D29.	Work closely with relevant agencies and professionals in the prevention of maltreatment and the safeguarding of children and young people			X	X	X	X	X	X	X	X			X
D30.	Work effectively with the multidisciplinary team and other agencies, to ensure smooth transition from children's services to adult services, taking account of individual needs and preferences.			X	X	X	X	X	X	X	X			X

Module Code	Module Title	Formative assessment	Summative assessment
NPCG1015	Foundations of Health Sciences		Examination 100%
NPCG1014	Foundations of Nursing Practice	Assignment plan, sample paragraph, sample reference list	1 500 word essay 100%
NPCG1018	Practice Experience (1)	Interim feedback	Assessment in Practice 100%
NPCG1017	Principles of Nursing Practice		2,000 word essay 100%
NPCG1016	Applied Health Sciences		Group presentation 100%
NPCG1019	Practice Experience (2)	Interim feedback	Assessment in Practice 100% Drug calculation exam - must achieve 100%
NPCG2031	Practice Experience (3)	Interim feedback	Assessment in Practice 100%
NPMH2029	Behaviours that Challenge (Mental Health Pathway)		Professional Conversation supported by poster (100%)
NPCH2030	The Context of Care for Children, Young People and their Families (Child Pathway)	Poster 70%	Professional Conversation supported by poster 100%
NPAD2026	End of Life and palliative care (Adult Pathway)	Poster 70%	Professional Conversation supported by annotated bibliography (100%)
NPCG2025	Acute Care Needs		Examination 100%
NPCG2032	Practice Experience (4)	Interim feedback	Assessment in Practice 100%
NPCG2027	Long Term Conditions and Care		Individual presentation 100%
NPAD3006 NPCH3009 NPMH3006	Complex Care (field specific)		essay 100%
NPCG3015	Practice Experience (5)		Assessment in Practice 100%
NPCG3133	Research for Best Practice	Academic-led seminars to explore progress	7,000 word final year project 100%
NPCG3134	Transition to Professional Practice		Essay 100%
NPCG3016	Practice Experience (6)	Interim feedback	Assessment in Practice 100% Drug calculation exam - must achieve 100%

Appendix 2 (BN):

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Stationery	N/A	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc).
Textbooks	N/A	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
IT	N/A	Computers are provided on the campus but many student choose to use their own laptops/tablets to support their work.
Clothing	Clothing for clinical practice	A uniform for clinical practice will be supplied but you will need to buy suitable footwear.
Printing and Photocopying Costs	Printing/photocopying	Some pages of the Assessment of Practice document will need to be printed/photocopied. In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		students will be asked to provide a printed copy. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594 .
Placements (including Study Abroad Programmes)	Travel costs	From August 2017, new students in England who pursue a career in Nursing, Midwifery and most Allied Health Professional (AHP) pre-registration courses will have access to the standard student support package of tuition fee loans and support for living costs, instead of receiving an NHS bursary. Students who are on an eligible programme may be entitled to claim travel and accommodation expenses incurred over and above daily travel costs to the University. The costs must be related to essential practice placements.
	Immunisation/vaccination costs	Students will receive the immunisations which prepare them for practice, as recommended by Occupational Health. Students may opt to pay for others (e.g. meningitis).
	Disclosure and Barring Certificates or Clearance	Students will be required to provide evidence of DBS clearance.
	Translations of documents	If any documents that you use during the programme that are not in the English language (for example those that might be used to support requests for extensions to deadline), you will need to provide an English translation from a professional translator.
Parking Costs	N/A	Students may opt to pay for parking whilst on campus, and there may be opportunity to buy parking space whilst on placement.