UNIVERSITY OF Southampton

Programme Specification

BN (Hons) dual fields
- Adult and Mental Health Nursing
- Children's and Mental Health Nursing
- Children's and Adult 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 student takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full time
Duration in years	Four years following standard progression for a full time student
Accreditation details	Currently accredited by Nursing and Midwifery Council
Final award	BN (Hons) Adult and Mental Health Nursing BN (Hons) Children's and Mental Health Nursing BN (Hons) Children's and Adult Nursing
Name of award	BN (Hons) Adult and Mental Health Nursing BN (Hons) Children's and Mental Health Nursing BN (Hons) Children's and Adult Nursing
Interim Exit awards	Certificate of Higher Education in Health Studies Diploma of Higher Education in Health Studies BSc Health Studies
FHEQ level of final award	Level 6
UCAS code	B747 (Adult and Mental Health) B746 (Children's and Adult) B791 (Children's and Mental Health) please
QAA Subject Benchmark or other external reference	Nursing
Programme Lead	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

Bachelor of Nursing Dual Fields: Academic Year 2017-18

This full time programme is usually studied over 4 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 fields. 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. Learning and teaching strategies are therefore designed to allow the student the opportunity to develop, apply and explore new knowledge and skills in both University and practice placements

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 environments. 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 in the dual fields of nursing you have chosen to study.

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.

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 learning support , including online repositories and virtual learning environments.

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.

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.

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 nursing fields 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 nursing practice, recognise and respond to the changing needs of people, their families and carers during ill health;
D9.   Use clinical governance processes to maintain and improve nursing practice and standards of healthcare;
D10.   Provide leadership in managing nursing care and coordinate inter-professional 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

D18.   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;

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;

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;

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;

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;

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;

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;

Children's

D25.   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;

D26.   Understand and apply the laws relating to child and parental consent, including giving and refusing consent, withdrawal of treatment and legal capacity;

D27.   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;

D28.   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;

D29.   Use recognised, evidence-based, child-centred frameworks to assess, plan, implement, evaluate and record care, and to underpin clinical judgments and decision-making;

D30.   Work closely with relevant agencies and professionals in the prevention of maltreatment and the safeguarding of children and young people;

D31.   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 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, 3&4 in the full-time programme. Completion of each level accrues a minimum of 60 credits at the respective level with 75 at level 5. The full time route is normally completed in 4 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 25 hours of student effort.
The programme is designed so that over 3067 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. These skills and experiences are applied in both fields of nursing being studied.

Special Features of the programme

This programme involved 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, 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.

Programme details

The award of BN (Hons) with eligibility to register with the NMC in the relevant fields, is obtained upon completions of a minimum of 255 credits at the appropriate levels.

It is undertaken at academic levels 4, 5 and 6, as can be seen in the table below. Completion of each level accrues a minimum of 60 credits at the respective level. The full time route is normally completed in 4 years.

The programme is divided into study modules of 7.5 and 15 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 3067 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 ongoing partnership with NHS South Central (NESC) 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.

Your programme has been developed to allow you to gain confidence and knowledge in your first field of nursing practice before moving to your second field. To facilitate this development 2 practice modules have been identified as integrated practice so you will be working in areas where you will be able to use both of your skills sets to continue your development.

Opportunities also exist for students to apply for Erasmus exchanges, which allow higher education students to study for part of the degree in another country.   Students have an opportunity to apply for a placement with the Erasmus exchange as part of the programme. All students will have an opportunity within the programme to undertake a professional development experience that they take responsibility for.

Study Modules

Practice Modules[1]

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 university under the supervision of a recognised clinical 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.

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[1] Placement in a clinical health and social care environment

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 L4	30	
	Foundations of Health Sciences (1st field) L4	7.5	
	Foundations of Nursing Practice (1st field) L4	7.5	
	Applied Health Sciences (1st field) L4	7.5	
	Principals of Nursing Practice (1st field) L4	7.5	
	End of year 1		**Certificate in Health Studies (60)**
5	Practice Experiences 3 & 4 L5	30	
	Acute Care (1st field) L5	15	
	Long terms conditions and care (1st field) L5	7.5	
	Field specific module (1st field) L5	7.5	
	End of year 2		**Diploma in Health Studies 60 level 4 60 level 5**
	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 L5	30	
	Acute Care (2nd field) L6	7.5	
	Field specific module (2nd field) L6	7.5	
	Long Term Conditions and care (2nd field) L6	7.5	
	End of year 3	60 level 4 90 level 5 22.5 level 6	
	Practice modules 7 & 8 L6	30	
	Research L6	15	
	Transitions L6	7.5	
	Complex Care L6	7.5	
	End of year 4	60 level 4 60 level 5 82.5 level 6	**Bachelor of Nursing with Honours dual fields**

Successful completion of this programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC) as a Registered nurse in both fields completed. 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 (where available)

Qualification	Minimum overall	Minimum ECTS Credits required at level of award

	credit in ECTS credits	
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 register.

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 provides:
- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

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) dual fields programme you must be able to satisfy the requirements of the University of Southampton, the Nursing and Midwifery Council and the Faculty of Health Science.

More information can be found through the University website: http://www.southampton.ac.uk/undergraduate/courses/

Since you will be working with physically and psychologically vulnerable people, it is important that you should be in good physically and mental health on entering the Nursing programme and throughout your time on the programme. 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 with 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 in2013). 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)	ABB	preferably including a science or social science	General Studies, Critical Thinking	Yes, BBB plus A grade in EPQ.	None
GCSE (minimum of 5)	4-9 or A*-C	English Language, Mathematics & Science	General Studies, Critical Thinking	No	None

Alternative qualifications
BTEC: D*DD in science or social science based course
Access to HE: 33 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)
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

Nurses can 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. 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.
The dual fields nursing degrees are great examples of how we provide integrated learning to help you become a more versatile professional.
Upon graduating you will be entitled to register in two fields of practice, which may make you particularly attractive to employers and open up further opportunities within healthcare
Employers know about and work with us in our commitment to the future of healthcare learning, our values-based approach, and the research we conduct.
Most graduates were employed with the National Health Service. However, the diverse nature of the profession means that they could also enjoy opportunities with the police, social work, or armed forces as well.
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	TRANSITIONS	RESEARCH	P5&6
Programme learning outcome	Module learning outcomes												
• 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
• 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
• 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
• 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
• 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
• 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	TRANSITIONS	RESEARCH	P5&6
Programme learning outcome														
• 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
• 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
• 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
• Challenge and develop your own beliefs and values to promote self.		X		X	X			X		X	X	X	X	X

KNOWLEDGE AND UNDERSTANDING

Programme learning outcome	FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITIONSL&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

Programme learning outcome		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITIONSL&M	RESEARCH	P5&6
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	

Bachelor of Nursing Dual Fields: Academic Year 2017-18

Programme learning outcome		FHS	FNP	AHS	PNP	P1&2	ACUTE	LTC	FS	P3&4	COMPELX	TRANSITI ONSL&M	RESEARCH	P5&6
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	TRANSITIONSL&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	TRANSITIONSL&M	RESEARCH	P5&6
Programme learning outcome													
D32. 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
D33. 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
D34. 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
D35. 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
D36. 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	TRANSITIONSL&M	RESEARCH	P5&6
Programme learning outcome														
D37.	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
D38.	Meet complex and coexisting needs of people in adult nursing field of practice, in any setting.	X		X	X	X				X	X			X
D39.	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
D40.	Use clinical governance processes to maintain and improve nursing practice and standards of healthcare.		X		X		X			X	X	X		X
D41.	Provide leadership in managing adult nursing care and coordinate interprofessional care when needed.		X			X				X	X	X		X
D42.	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	TRANSITIONSL&M	RESEARCH	P5&6
Programme learning outcome													
D43. 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
D44. Use a range of diagnostic skills, employing appropriate technology, to assess the needs of service users	X			X	X	X	X	X		X			X
D45. 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
D46. 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
D47. 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
D48. 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	TRANSITIONS	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	TRANSITIONS	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	~~500 word essay~~ Assignment plan, sample paragraph, sample reference list	1500 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%**
NPCG3126	Practice Experience (5)	**Interim feedback**	Assessment in Practice **100%**
NPMH3003	Behaviours that Challenge (Mental Health Pathway)		**Professional Conversation supported by poster** **100%**
NPAD3003	End of Life and palliative care (Adult Pathway)		**Professional Conversation supported by annotated bibliography** **100%**
NPCG3011	Acute Care Needs		Examination **100%**
NPCG3127	Practice Experience (6)	**Interim feedback**	Assessment in Practice **100%**
NPCG3014	Long Term Conditions and Care		Individual presentation **100%**
NPCG3135	Complex Care (Dual Field)		essay **100%**
NPCG3130	Practice Experience (7)		Assessment in Practice **100%**

NPCG3133	Research for Best Practice	**Academic-led seminars to explore progress**	7,000 word final year **100%**
NPCG3134	Transition to Professional Practice		**Exam 100%**
NPCG3131	Practice Experience (8)	Interim feedback	Assessment in Practice **100%** Drug calculation exam – must achieve 100%

Appendix 2 (Bachelor of Nursing Dual Fields):

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 students will be asked to provide a printed copy. A list of the

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		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.
	Translation documents	Students will be required to provide evidence of DBS clearance.
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