

## Programme Specification

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### Postgraduate Diploma in Nursing (pre-registration): 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	Two years following standard progression for a FT student
Accreditation details	Currently accredited by Nursing and Midwifery Council (NMC)
Final award	Postgraduate Diploma in Nursing (pre-registration) with eligibility to enter Part 1 of the NMC register.
Name of award	Postgraduate Diploma in Nursing (pre-registration)
Interim Exit awards	Postgraduate Certificate in Health Studies Postgraduate Diploma in Health Studies
FHEQ level of final award	7
UCAS code	Not applicable
QAA Subject Benchmark or other external reference	QAA Master's Degree Characteristics (2010) (includes Postgraduate Diplomas at Level 7) QAA Subject Benchmark Statement for Nursing
Programme Lead	Chris McLean
Date specification was written	June 2013
Date programme was validated	June 2013
Date specification last updated	April 2017

### Programme Overview

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#### Teaching and Learning Methods

Our educational philosophy aims to help you develop into a caring and compassionate practitioner with confidence and self-belief and with well-developed critical thinking skills. These five attributes taken together characterise the University of Southampton nurse.

Within the Postgraduate Diploma programme this philosophy has been adapted such that students take primary responsibility for the quality of their practice and own development by drawing upon the principles of action learning. Throughout your programme you will meet regularly with an Action Learning Group (ALG) facilitated by an academic tutor in order to focus on 'real world' problems so as to question, analyse and reflect, to gain insights and consider how to act in the future. This approach will not only enable you to develop higher order critical and analytical skills, but will also provide a forum in which the personal and professional values which underpin practice may be explored and developed.

In addition to work in Action Learning Groups, your theoretical learning will be facilitated through a range of additional strategies. These include: attendance & participation in learning sessions; technology enhanced learning; self-directed study, guided learning activities; conference attendance; lead lectures; student and tutor-led seminars; case-based learning opportunities; tutorials; academic and personal reviews; personal portfolio development; and use of reflective diaries. You will be facilitated and supervised by research-led, research-informed and research active academic educators throughout your programme.

In order to conform to NMC (2010) requirements the programme, including any accredited prior learning, will consist of 2300 hours of practice learning and 2300 hours of theoretical study. Learning in practice thus accounts for half of the time on the programme, and will be facilitated by mentors in practice who are supported by the University's Supporting Learning in Practice team.

## Assessment

Assessment may include assessment for learning (formative assessment) which consists of tasks on which you receive feedback in order to help you develop. You will demonstrate the achievement of your learning outcomes through summative forms of assessment.

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

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

## Educational Aims of the Programme

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This graduate entry programme will enable you to become a highly competent, knowledgeable and skilful practitioner who is able to provide high quality nursing care. You will gain skills in managing, delivering and enhancing the nursing care of all people and will develop skills within your own field of practice. You will be able to promote and support public health, as well as provide and support care in a variety of environments, including hospitals and peoples own homes.

## Programme Learning Outcomes

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The programme provides opportunities for you to develop and demonstrate knowledge, understanding, professional skills, intellectual skills, postgraduate attributes and key skills in the following areas. Successful completion of this programme will enable you to:

- Develop a critical awareness of issues and developments within your field of health care, and learn to recognise and respond responsibly to the complexities of the evolving global context within which current and future services will be managed and delivered. This will involve your gaining the skills to propose and progress new ideas in advancing the evidence base for nursing. You will be supported in developing the qualities which are required to lead others in advancing the delivery of health care in the future.
- Build on your existing learning to develop your understanding, skills and attitudes to enable you will become an independent learner and a competent, autonomous, reflective, ethical nurse within your chosen field of practice.
- Apply professional skills to the practice of nursing within your chosen field<sup>1</sup>.
- Build a foundation of knowledge of nursing as an academic discipline informed by an understanding of the interconnectedness of different disciplines.

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<sup>1</sup> 'Field' as identified by the NMC (2010) which relates to Adult, Mental Health or Children and Young people's nursing practice

- Extend your key, transferable skills for general use in graduate employment so that you become accomplished autonomous practitioners in independent and team working situations relating to the provision of health and social care.
- Build on your existing research skills to develop advanced critical and analytical competence so that you consistently apply current research evidence.
- Acquire a capacity to identify, define and creatively respond to complicated and unpredictable challenges in your chosen field of nursing practice.
- You will have advanced group participation skills and abilities to appraise groups/teams and function in complex situations
- Appreciate the value of diversity and your role as a nurse in an increasingly interconnected global society based on a respect for the values and rights of others.
- Refine your independent study and life-long learning skills including reflection, accentuating the use of appropriate information technology and sophisticated learning resources.

## Knowledge and Understanding

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Having successfully completed this programme you will be able to demonstrate deep knowledge within your chosen field of practice in relation to:

- A1 the philosophical foundations and theoretical perspectives of nursing practice;
- A2 anatomical, physiological, neurological, biomechanical, psycho-sociological and pathological principles related to human health and wellbeing;
- A3 the bio-psychosocial model of disability and the impact on the individual's participation in society;
- A4 clinical governance and evidenced based practice in your chosen field of nursing based on a systematic appraisal of established research findings;
- A5 systematic and critical evaluation of research findings to generate new knowledge within your chosen field of nursing practice;
- A6 ethical, moral and legal issues in relation to your chosen field of nursing practice to make sound judgements in both simple and complex clinical situations while exercising critical non-discriminatory decisions;
- A7 the changing and diverse nature of health and social care provision in private, public and third sector organisations including structure, political and policy drivers.

## Subject Specific Intellectual and Research Skills

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Having successfully completed this programme you will be able to demonstrate appropriate intellectual skills relevant to your field of practice including the ability to:

- B1 work autonomously and with accountability in relation to complex clinical decision making while recognising your own limitations and your relationship/responsibility within health care provision;
- B2 demonstrate the skills of independent reflection necessary to continuously learn and meet the challenge of pursuing excellence in the delivery of values-based health care;
- B3 engage intellectually with the subject underpinned by a curiosity and openness to new ideas, methods and ways of thinking such that you are able to reflect critically and systematically on your and other professionals' practice;
- B4 undertake critical recognition and creative reflection upon fiscal dilemmas concerning the funding and ethics of modern health & social care;
- B5 make holistic assessment and identification of the needs of individuals, their families and carers from a physical, psychological, environmental, social, emotional and spiritual perspective to understand and value the diversity and complexity of human behaviour and interaction;
- B6 adopt a creative approach to problem resolution and to make critical judgements supported by an ability to locate effectively, analyse and evaluate information.

## Postgraduate Attributes

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Having successfully completed this programme you will have advanced skills relevant to your field of practice in:

- C1 autonomous and team working practice utilising leadership skills;
- C2 selecting and applying verbal, written, numerical and visual literacy skills so as to communicate in a variety of forms to a multiplicity of audiences;
- C3 using technology to work, research, learn, present ideas or data so as to influence others in an increasingly digital world;
- C4 critical analysis and evaluation of academic, clinical and professional performance;
- C5 effective time management and prioritisation of workload to sustain efficient and effective practice;
- C6 promoting the safety, rights, dignity and diversity of clients, their families and your colleagues;
- C7 safe practice - ensuring the safety of yourself as a practitioner, your client and others who utilise your service through need/ risk assessment and appropriate and timely management;
- C8 creative and innovative problem-solving by applying theoretical concepts to practical situations;
- C9 utilising and responsibly applying information management/technologies to support learning, evidenced based practice and research activities;
- C10 managing change effectively and responding with ethical appropriateness to changing service demands;
- C11 advocating for and empowering individuals and families to take responsibility for their own health;
- C12 critically evaluating your own personal, academic, clinical and professional performance through reflective practice;
- C13 Insightful reflective learning in order to facilitate personal and professional development.

## **Nursing Subject Specific skills**

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

- D1 practise autonomously, professionally and be responsible and accountable for safe, compassionate, person-centred, evidence-based practice appropriate to your chosen field of nursing;
- D2 work in partnership with other health and social care professionals and agencies, ensuring decisions about care are informed and shared;
- D3 apply current legislation paying special attention to the protection of vulnerable individuals and groups, including those with complex needs arising from the life course, including cognitive impairment, long-term conditions and end of life care;
- D4 respond warmly and positively to individuals their families and carers 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 individuals 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 and family centred care for individuals with acute and long-term conditions, using a range of communication strategies and skills;
- D7 meet complex and co-existing needs of individuals their families and carers within your chosen field of nursing practice, in any setting including home, community and hospital;
- 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 individuals their families and carers during end of life care;
- D9 use clinical governance processes to maintain and improve Nursing practice and standards of healthcare;
- D10 provide ethical leadership in managing nursing care appropriate to your field of practice and initiate and coordinate inter-professional care when needed;
- D11 recognise your leadership role in emergency management, major incident provision and public health emergencies, and respond appropriately according to your level of competence.

## **Field specific professional nursing skills**

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

### **For students within adult field of nursing practice**

- 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 term 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.

#### **For students within Mental Health field of practice**

- 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, aid recovery, promote positive risk taking and ensure continuity of care across service boundaries.

#### **For students within Children and young people's field of practice**

- 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 person's 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.

## **Special Features of the programme**

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

## **Programme Structure**

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The award of Postgraduate Diploma in Nursing (pre-registration) will provide you with eligibility to register with the NMC as a registered nurse within Adult, Mental Health or Children and Young People's field of nursing (as appropriate). The award is obtained upon completion of a minimum of 60 ECTS credits, 45 of which are level 7. This programme is offered by the Faculty of Health Sciences (the Faculty) as a graduate entry programme, designed for those who already have a minimum qualification of a degree or higher (see criteria for admission).

The integration of theory and practice-based education is designed to achieve, on completion of the programme, the standards required by the professional and statutory body, and for those following the adult field pathway, 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 of this programme. This has the benefit of allowing you to experience "authentic and fit for purpose" clinical learning, thus further improving employability. This has been achieved through collaboration and an ongoing partnership with Health Education Wessex (classified as the Local Education Training Board: LETB) and other regional practice experience 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. Multi-professional learning is an integral theme throughout the programme.

Entry to the programme requires successful Recognition of Prior Learning (RPL) which demonstrates learning equivalent to 40 ECTS credits at a minimum of level 4. You will then undertake 90 weeks of learning (based on a 45 week year with 7 weeks annual leave). Combined with your RPL claim this equates to 2,300 hours practice learning and 2,300 theory learning. All 2,300 practice learning hours required by the NMC are achieved within the final two years of the programme.

### ***Recognition of Prior Learning***

Students on this programme will enter the programme through a Recognition of Prior Learning [RPL] route. The programme has been designed to be completed in two years following the successful Recognition of Prior Learning to the equivalent of 40 ECTS at a minimum of level 4 (1,000 hours of effort). 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. All RPL claims are managed in accordance with NMC requirements and with University policy [http://www.southampton.ac.uk/quality/assessment/prior\\_learning.page](http://www.southampton.ac.uk/quality/assessment/prior_learning.page)

### ***The Programme***

The programme requires you to undertake 4,600 hours of learning which are normally completed in three years. The programme is divided into three parts. Part 1 of the programme is achieved through the recognition of prior learning (RPL) which is equivalent to 1,000 hours of student effort (40 ECTS credits at a minimum of level 4).

Parts 2 and 3 of the programme are normally undertaken over a further two years of study. These two parts of the programme are divided into 12 modules (6 in nursing practice and 6 theory modules).

Part 2 of the programme (one year of study):

- Two practice modules (30 ECTS) at level 4
- One practice module (7.5 ECTS) at level 5
- One theory module (5 ECTS) at level 6
- Two theory modules (20 ECTS) at level 7

Part 3 of the programme (one year of study):

- One practice module (15 ECTS) at level 5
- Two practice modules (30 ECTS) at level 6
- Three theory modules (25 ECTS) at level 7

The successful completion of the programme ensures that you achieve the 60 ECTS credits required to be awarded a Postgraduate Diploma with 45 ECTS credits at level 7. Successful completion of this programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC) within your chosen field of practice.

### **Modules**

#### Practice Modules

Practice modules will be assessed at levels 4, 5 and 6. The practice modules are integrated into the programme and students have the opportunity to consolidate theoretical learning 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 where students are expected to share this learning with the rest of the cohort. 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.

The modules within the programme the credit ratings of the modules and the awards that can be gained are shown below.

Level	Modules	Credit Value ECTS	Exit Award	Notional weeks
6	Foundations of Nursing Practice	5		4
4	Practice experience 1	15		9
7	Principles of Nursing practice	10		6
4	Practice experience 2	15		10
1st NMC practice progression point				
7	Acute care needs	10		6
5	Practice experience 3	15		9
7	Field specific module	5		3
5	Practice experience 4	15		9
2 <sup>nd</sup> NMC practice progression point				
7	Long Term conditions and Partnership care	10		6
			Postgraduate Certificate Health Studies (no eligibility to enter register)	
6	Practice experience 5	15		9
7	Transition to registrant	10		6
			Postgraduate Diploma in Health Studies (no eligibility to enter register)	
6	Practice experience 6	15		12

		L4 = 30 L5 = 30 L6 = 35 L7 = 45	Postgraduate Diploma in Nursing (pre-registration)	90
If all theory modules are passed but the student does not achieve all practice modules, the award of Postgraduate Diploma in Health Studies will be awarded. NB: This does not provide eligibility to register with the NMC as a registered Nurse.				

### 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. 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: Standalone Masters Programmes:](#)

The minimum pass mark for all level 7 modules is 50%, levels 4, 5 and 6 modules have a pass mark of 40%; all modules and practice experiences must be passed. Re-sit for any referred assessments will be scheduled at the first available assessment opportunity.

Practice modules contain grading in practice and you must achieve a minimum of the core competencies and C grades in each of the graded criterion. Failure to achieve this at the required level will result in the practice module being failed. If you do not achieve the required level at the first attempt you will be given an automatic referral attempt in accordance with the University regulations.

ECTS awarded to practice experience 6 will contribute to the award of the Postgraduate Diploma in Nursing. However, it is not used as part of the classification of the award. Classification of the Postgraduate Diploma will be awarded in line with University regulations.

## Learning Outcomes for Named Alternative Exit Awards

In some circumstances students will exit the programme before achieving the final learning outcomes. In these cases there is the potential to receive intermediate exit awards. There are two intermediate exit awards i.e., Postgraduate Certificate (PG Cert) in Health Studies or Postgraduate Diploma (PG dip) in Health Studies should the learning outcomes of each specific award be successfully met through assessment and sufficient credit gained at the appropriate levels. ***Neither the PG Cert in Health Studies nor the PG Dip in Health studies provide eligibility to apply to the NMC for registration purposes.***

### ***Postgraduate Certificate in Health Studies (PG Cert)***

You will be eligible for this award if you successfully complete academic modules and accrue 30 Level 7 credits but fail to meet the programme learning outcomes that relate to the practice module component. Having successfully completed parts 1 and two of the programme you will be able to:

1. demonstrate the ability to critically appraise research evidence in a nursing context;
2. debate the significance of human factors and examine their contribution to risk;
3. critically examine the essential assessment and management skills required to deliver safe and immediate care to people in fields other than your own;
4. critically examine the policy and evidence base for public health activities;
5. consider and debate the fiscal and ethical implications of equitable access to and use of resources that enhance health and wellbeing;
6. interrogate the evidence base for concordance in interaction and interventions to promote and protect health and wellbeing and reduce health inequalities;
7. critically analyse how interpersonal skills can effectively motivate and give client confidence for health behaviour change to promote and protect health and well-being;



8. develop innovative and inclusive approaches to engaging vulnerable individuals, communities and populations in health and social care.

The Postgraduate Certificate in Health Studies recognises your academic achievement but this **will not** give you an entitlement to apply for registration as a nurse.

### ***Postgraduate Diploma in Health Studies (PG Dip)***

You will be eligible for this award if you successfully complete all theory modules and accrue 60 ECTS credits with a minimum of 45 of these at HE level 7 and 15 at level 6. Having successfully completed the theoretical Level 7 modules within the programme you will be able to:

1. critically appraise the role of the nurse caring for people with complex healthcare needs both in their own homes and in a variety of healthcare settings;
2. critically appraise the wider context influencing leadership and management within the health and social care environment;
3. explore a range of leadership theories and their contribution towards characterising your own personal evolving approaches to leadership;
4. reflect upon how your own personal qualities impact upon your approaches to leading others;
5. critically evaluate your role in identifying the need for, and supporting the implementation of innovative strategies to enhance values based client care;
6. explore ways in which reflexive leaders may adapt to meet changing cultural, political and strategic demands;
7. outline approaches to fiscal management and resource allocation in health care.

The Postgraduate Diploma in Health Studies recognises your academic achievement but **will not** give you an entitlement to apply for registration with the NMC as a nurse.

## **Support for student learning**

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There are systems available both to support your learning in the Faculty and from the central University.

In the Faculty you will be able to access:

- You will have a personal academic tutor who will provide support you in your academic development, and will be first point of contact in directing you to other support services within the university if you are in need of further pastoral support;
- An induction programme for orientation to the Faculty;
- Opportunities to learn from a wide range of health professionals including expert nurses from the field;
- Student handbooks to support campus based studies, clinical/fieldwork and to explain assessment regulations;
- Faculty computer workstations;
- Web-based learning facilities provided by both the Faculty and University;
- Library and study skills packages available in the Faculty as well as in the libraries and learning centres;
- Practical skills labs and specialist equipment for student-led learning;
- Extensive practice placement opportunities;
- Placements have locality contact visits from nursing academic staff to support both you and your practice mentors and guide on assessment issues;
- Dedicated practice placement 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

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We consider it extremely important that your comments and those of your student colleagues influence changes and developments that may be made to the programme. We intend that the programme is 'student centred' and to meet that we aim to encourage you to have your say on the teaching and the learning experience at Southampton. We will achieve this through seeking your views and opinions.

- Monitoring of individual student progression through personal tutor and review system.
- Monitoring of modules through student mentor system.
- Module evaluation and report.
- Annual University Learning and Teaching Reports and Action Plans
- Annual contract monitoring by Health Education England (Wessex office)
- Annual external examiners' reports.
- Annual report to the professional bodies.
- Quinquennial review and re-approval involving NMC, the University, NHS partners, employers and peer professionals.
- Professional Development Unit with many study skills resources to support staff in their development of teaching methods.
- Student reflection of clinical experience.
- Student membership of programme committees
- Higher Education Review by Quality Assurance Agency.

## 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.

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Bachelor's degree	2.2 Hons or higher	A health related or relevant subject may be an advantage for applicants but is not essential.	It is an admission requirement that candidates also successfully demonstrate 1,000 hours (40 ECTS) of relevant prior learning through the Recognition of Prior Learning (RPL).
GSCE	English Language, Mathematics and Science 4-9 or A*-C		

The Faculty welcomes applications from graduates with a degree classification of normally 2:2 or higher. It is an admission requirement that candidates also successfully demonstrate 1,000 hours (40 ECTS) of relevant prior learning through the Recognition of Prior Learning (RPL). This RPL claim requires you to demonstrate generic and transferable graduate skills, and some theoretical knowledge on which you can build in order to achieve the learning outcomes of a nursing programme. Examples of relevant areas of theoretical knowledge may include life sciences; social or behavioural sciences; research methods, ethics and law; humanities; leadership and management or healthcare technology. Full details of these RPL requirements are available from our admissions team ([www.southampton.ac.uk/healthsciences](http://www.southampton.ac.uk/healthsciences)).

### Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#). Applications for recognition of prior learning will be considered on a case by case basis.

To be admitted to the Postgraduate Diploma in Nursing (Pre-registration) programme you will also need to satisfy the requirements of the University of Southampton, Nursing and Midwifery Council, and the Faculty of Health Science. Abatement against any part of the programme will require the completion of a Recognition of Prior Learning [RPL] proforma.

More information can be found through the University website:

<http://www.southampton.ac.uk/postgraduate/pgstudy/programmes/index.html>

The Nursing and Midwifery Council have made the following declaration on their website "*Good health is necessary to undertake practice as a nurse or midwife. Good health means that you must be capable of safe and effective practice without supervision. It does not mean the absence of any disability or health condition*".

All students who have been offered a place are required to undergo a health screening process and may need to update immunisations prior to entering practice. If a student has declared a disability or long-term health condition, advice will be sought from Occupational Health and the University Enabling Service to determine what support the student would require. Reasonable adjustments are provided in keeping with the Equality Act 2010, however all students must be able to demonstrate that they can provide safe and effective practice without direct supervision to meet the NMC competencies.

Further information is available on the NMC website:

<http://www.nmc-uk.org/Students/Good-Health-and-Good-Character-for-students-nurses-and-midwives/>

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

## Career Opportunities

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Students completing the PGDip Nursing programme and registering with the NMC will be eligible to apply for local, national and in some instances, international nursing posts within their field of nursing. The University and Faculty of Health Sciences host careers and "employability" events to support students in the determination of their career pathway. Students have the opportunity to achieve a full MSc award by returning to complete a "top-up" dissertation module (funded by self or employers) within 3 years of completing the PGDip. Opportunities also arise for students to undertake clinical academic career pathways. Employment rates for PGDip students are very high.

## External Examiner(s) for the programme

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<b>Name</b>	Jackie Vasey
<b>Institution</b>	University of Huddersfield

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.

## PGDip Nursing – Learning Outcomes and Assessment

The outline of the content and assessment of each module is specified in the module profile and made available to students electronically via the university virtual learning environment (Blackboard).

Module	Learning Outcomes	Assessment
NPCG 3020 Foundations of Nursing Practice	<ol style="list-style-type: none"><li>1. Critically review the contribution which may be made by nurses in the delivery of contemporary health care.</li><li>2. Appraise whether you possess the values, attitudes and skills of reflection necessary to evaluate your nursing care through an understanding of the lived experience of service users.</li><li>3. Articulate key principles from the NMC Code such as public protection, confidentiality, maintaining safety and professional accountability and discuss how they may be applied in practice.</li><li>4. Begin to draw on a relevant body of knowledge, theory or research from the life and social sciences in order to provide a sound rationale for nursing practices.</li></ol>	2,500-3000 word Assignment Critical analysis of an episode of care
HLTH 6142 Principles of Nursing Practice	<ol style="list-style-type: none"><li>1. Critically evaluate why nurses take a structured but holistic approach to the assessment, planning, implementation, evaluation and improvement of nursing care.</li><li>2. Draw upon a knowledge and understanding of psychology and social science in order to articulate how people may have co- existing physical, psychological and socio-economic needs.</li><li>3. Identify and discuss how an understanding of how development and aging can influence the assessment and planning of care needs</li><li>4. Critique, synthesise and apply research evidence relating to the delivery of essential nursing care in your own field of practice.</li></ol>	3,500 word Assignment Holistic client assessment
HLTH 6143 Acute Care Needs	<ol style="list-style-type: none"><li>1. Examine how effective team working, team communication and the mitigation of 'human factors' may minimise risks to people receiving acute health care.</li></ol>	2 hour Unseen Examination Section A computer aided assessment (40%)

	<p>2. Critically examine the essential assessment and management skills required to deliver safe and immediate care to people in fields other than your own.</p> <p>In addition to the above learning outcomes.</p> <p>Students studying within the <b>ADULT</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>3. Articulate an in depth knowledge of the pathophysiology, treatment and care needs of adults with a range of acute conditions including those requiring critical or technologically dependent care</li> <li>4. Critically examine the skills necessary to undertake a prioritised clinical assessment of the acutely ill adults and identify appropriate evidence based initial interventions in the event of deterioration</li> <li>5. Select and justify appropriate therapeutic interventions for people with acute care needs</li> <li>6. Effectively evaluate factors which signal the physiological deterioration of adults across a range of different healthcare environments</li> </ol> <p>Students studying within the <b>CHILDREN AND YOUNG PEOPLES'</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>3. Articulate an in depth knowledge of the pathophysiology, treatment and care needs of infants, children and young people with a range of conditions including those requiring critical and/or technologically dependent care.</li> <li>4. Critically examine the skills necessary to undertake a prioritised clinical assessment of neonates, children and young people with acute health and social care needs identify appropriate evidence based initial interventions in the event of deterioration</li> <li>5. Select and justify appropriate therapeutic interventions for neonates, children and young people with acute care needs</li> <li>6. Evaluate factors which contribute to the particular vulnerability of infants and young children to rapid physiological deterioration</li> </ol> <p>Students studying within the <b>MENTAL HEALTH</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>3. Debate the contribution of key philosophies which underpin the care of people with acute mental health needs</li> <li>4. Critically examine the skills necessary for the assessment of people experiencing a range of acute mental health presentations</li> </ol>	<p>Section B unseen questions relating to seen field specific scenario (60%)</p>
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	5. Evaluate collaborative care planning and partnership working for people experiencing acute mental health problems 6. Articulate and justify the use of therapeutic groups to the care of people experiencing mental health problems	
<i>Field Specific Module</i>		
HTLH 6144 Behaviour that Challenges <i>Mental Health Field</i>	1. Utilise an in depth knowledge of theories of normal and abnormal personality development. 2. Critically analyse the significance of the nurse-service user therapeutic relationship and psychological interventions to improve the wellbeing of a person who portrays behaviour that challenges. 3. Critically discuss the role of reflection and supervision in providing effective care. 4. Debate and critically appraise the contribution of law, policy and ethics to providing person-centred values based practice.	Poster (30% marks) and supporting conversation (70% marks)
HLTH 6145 Context of Care for Children, Young People and their Families <i>Child Field</i>	1. Examine and select appropriate evidence to inform effective individualised health promotion for children and young people. 2. Critically consider the interrelationship between children's lifespan development and the delivery of child centred care. 3. Appraise how individual differences, capabilities and needs influence therapeutic relationships with children, young people and their families 4. Critically discuss contemporary ethical, legal, professional and philosophical perspectives on children's rights and best interests	Poster (30% marks) and supporting conversation (70% marks)
HLTH 6158 Palliative and End of Life Care <i>Adult Field</i>	1. Critically reflect on the nursing contribution to palliative and end of life care. 2. Critically appraise the evidence informing the nursing care of the person receiving palliative care and those at the end of life	Clinical decision plan (30% marks) and supporting conversation in a simulated multi-disciplinary team (70% marks)

	<p>3. Effectively apply your understanding of the physical, psychosocial and spiritual needs of people with palliative care needs or who are at the end of life into care planning and delivery</p> <p>4. Discuss the ethical, legal and professional responsibilities associated with the provision of palliative and end of life care</p>	
<p>HLTH 6147 Long Term Conditions and Partnership Care</p>	<ol style="list-style-type: none"> <li>1. Insightfully reflect on the lived experience of the person with a long term condition (LTC)</li> <li>2. Debate and justify the nurse's role in supporting, promoting and protecting the well-being of individuals with long term conditions in different settings, and as they move between different services.</li> <li>3. Examine the pathophysiology, causes and consequences of long term conditions and critically explore the implications for nursing care</li> <li>4. Draw upon an understanding of relevant policy and evidence in order to evaluate innovative and inclusive approaches to working in partnership in health and social care.</li> </ol> <p>In addition to the above learning outcomes</p> <p>Students studying within the <b>ADULT</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>5. Debate and justify the role of the adult nurse in the maintenance of psychosocial well-being and the recognition of deterioration in clients with long term conditions.</li> <li>6. Critically appraise the nurse's role in promoting and facilitating self-care and empowerment</li> </ol> <p>Students studying within the <b>CHILDREN AND YOUNG PEOPLES'</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>5. Critically analyse the role of the nurse within the multidisciplinary team to promote effective transition of children and young people to adult services</li> <li>6. Explore the principles of loss, grief and chronic sorrow and critically examine these in relation to children, young people and their families with long term conditions</li> </ol>	<p>Oral Presentation Based upon needs of an individual living with a long term condition</p>



	<p>Students studying within the <b>MENTAL HEALTH</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>5. Appraise the contribution of the mental health nurse to the maintenance of physical health and in responding to deterioration in clients with long term conditions.</li> <li>6. Evaluate different strategies for communicating with people experiencing cognitive impairment as a result of a long term condition.</li> </ol>	
<p>HLTH 6148 Leading Complex Care</p>	<ol style="list-style-type: none"> <li>1. Analyse how international and local political / economic factors may influence service provision and the delivery of care to</li> <li>2. Debate the personal qualities and leadership skills which are necessary in order to effectively influence, lead and manage people and services within a health and social care setting</li> <li>3. Critically reflect on your journey to becoming an autonomous practitioner.</li> </ol> <p>In addition to the above learning outcomes.</p> <p>Students studying within the <b>ADULT</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>4. Articulate an in depth knowledge of the pathophysiology, treatment and care needs of people with a range of health conditions requiring complex care.</li> <li>5. Examine the clinical reasoning, diagnostic and decision making skills which are necessary in order to meet the needs of adults with complex health needs.</li> <li>6. Appraise the evolving role of the adult nurse within the interprofessional team, in improving outcomes for people with complex needs in contemporary healthcare settings</li> <li>7. Critically consider the legal and ethical issues related to care management of adults with complex healthcare needs</li> </ol> <p>Students studying within the <b>MENTAL HEALTH</b> field of practice will be able to</p>	<p>3500 word Written Assignment Detailed analysis of complex nursing decision</p>

	<ol style="list-style-type: none"> <li>4. Articulate an in depth knowledge of the aetiology, treatment and care needs of people with a range of mental health conditions requiring complex care.</li> <li>5. Examine the interpersonal, clinical reasoning, diagnostic and decision making skills which are necessary in order to meet the needs of mental health service users with complex needs.</li> <li>6. Appraise the evolving role of the mental health nurse in the interprofessional team, in improving outcomes for people with complex needs in contemporary health and social care settings</li> <li>7. Critically consider the legal and ethical issues related to care management of mental health service users with complex healthcare needs</li> </ol> <p>Students studying within the <b>CHILDREN AND YOUNG PEOPLES'</b> field of practice will be able to:</p> <ol style="list-style-type: none"> <li>4. Articulate an in depth knowledge of the pathophysiology, treatment and care needs of infants, children and young people with a range of health conditions requiring complex care.</li> <li>5. Examine the interpersonal, clinical reasoning, diagnostic and decision making skills which are necessary in order to meet the needs of infants, children and young people with complex health needs.</li> <li>6. Appraise the evolving role of the children's nurse in the interprofessional team, in improving outcomes for infants, children and young people with complex needs in contemporary health and social care settings</li> <li>7. Critically consider the legal and ethical issues related to care management of infants, children and young people with complex healthcare needs</li> </ol>	
Practice Learning modules	All practice learning is supported by a practice learning mentor and the electronic Assessment of Practice Portfolio (eAOPP). Students are assessed in practice against the NMC competencies and essential skills clusters (ESCs)	Achievement of NMC competencies and ESCs to required level

## Appendix 2 (PG Diploma in Nursing):

### 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 or learning experiences (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at [www.calendar.soton.ac.uk](http://www.calendar.soton.ac.uk).

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Stationery		You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc).
Textbooks		<p>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.</p> <p>Some modules suggest reading texts as <b>optional</b> background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>
IT		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	<p>Some pages or items of the electronic Assessment of Practice Portfolio (eAOPP) may need to be printed/photocopied.</p> <p>In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: <a href="http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594">http://www.southampton.ac.uk/isolutions/services/copying_for_students_and_visitors/faq.php#594</a></p>

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Placements (including Study Abroad Programmes)	Accommodation	<p>The NHS Bursary department state the following for students who <u>commenced after 1<sup>st</sup> September 2012</u>:</p> <p>"If you have to live away from your normal term-time accommodation during a period of practice placement, you can claim for the cost of any temporary accommodation on or near your practice placement site if it not practical for you to travel there from your usual accommodation each day. However, if your temporary accommodation is your parental home, you will NOT be able to make a claim for your accommodation costs."</p> <p>You can also claim the cost of ONE weekly return journey between your normal term time accommodation and your temporary accommodation AND the cost of daily travel from your temporary accommodation to your placement site, provided the cost of travel is greater than the cost of daily travel from your normal term time accommodation to your usual place of study.</p> <p>You must provide evidence of the cost of your temporary accommodation, such as official receipts showing the amount(s). Limits are up to £55 per night for commercial accommodation and £25 per night for non-commercial accommodation.</p> <p>Students are required to book and pay for their own accommodation then if they are in receipt of an NHS Bursary they claim the costs back through the NHS Bursary department. The Faculty currently pay for accommodation on the Isle of Wight with Spectrum Housing and a Room away from Home only however we are unsure how long this agreement will be place for and we understand that at some point in the future students will be required to pay the cost upfront themselves.</p>
	Travel costs	<p>The NHS Bursary department state the following for students who <u>commenced after 1<sup>st</sup> September 2012</u>:</p> <p>"Providing the student is in receipt of an NHS Bursary or the £1,000 non means tested grant students may claim the <b>difference</b> between the cost of daily travel from normal term-time accommodation to practice placement site and back. The cost of the daily return journey to placement must be more than the cost of their daily return journey to university."</p>

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		Again all travel is paid for upfront by the student then if eligible to claim they do so through the NHS Bursary department. Claims can be submitted on a regular basis such as weekly/fortnightly basis rather than waiting until the end of a practice placement but claims cannot be submitted in advance.
	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.
<b>Parking Costs</b>		Students may opt to pay for parking whilst on campus, and there may be opportunity to buy parking space whilst on placement.