COURSE SPECIFICATION

BN (Hons) Nursing (Adult)

Quality Assurance, Academic Standards and Partnerships
Department of Student and Academic Administration

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COURSE SPECIFICATION

Course Title	**BN (Hons) Nursing (Adult)**
Final Award	*Bachelor of Nursing (Hons)*
Exit Awards	*CertHE in Health and Care Studies* *DipHE in Health and Care Studies* *BSc in Health and Care Studies*
Course Code / UCAS code (if applicable)	*U2663FTC / U2663PTC*
Mode of study	*Full time / Part time*
Mode of delivery	*Campus*
Normal length of course	*3 years/4.5 years*
Cohort(s) to which this course specification applies	*From September 2022 intake onwards*
Awarding Body	*University of Portsmouth*
Teaching Institution	*University of Portsmouth*
Faculty	*University of Portsmouth Faculty of Science and Health*
School/Department/Subject Group	*School of Health Care Professions*
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-science-and-health/school-of-health-and-care-professions
Course webpage including entry criteria	*https://www.port.ac.uk/study/courses/bn-hons-nursing-adult*
Professional and/or Statutory Regulatory Body accreditations	*Nursing & Midwifery Council*
	Level 4, 5 and 6

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

- Provide a learning environment and practice placement that enables the student to become a proficient, confident, safe and accountable adult nurse equipped with the necessary knowledge, skills, capabilities and value-bases to achieve fitness for practice, purpose, academic award and professional standing.
- To develop students as reflective and person-centred practitioners, congruent with the values expected of the nursing profession demonstrated through placement learning.
- To develop a research informed understanding of the theory and practice of adult nursing through theoretical and placement learning.
- To instil independent learning in students and to develop students' analytical, critical and problem-solving skills.
- To develop students' intellectual, critical and practical skills in the acquisition, analysis, interpretation, evaluation and presentation of scientific health information.
- To introduce students to the practice and evaluation of scientific research.
- To provide a course that meets the Standards of Proficiency for registered nurses (NMC, 2018).
- To provide opportunities for students to develop appropriate study and transferable skills including time management, independent and group work, laboratory and clinical expertise, experimental design, data collection, data management and analysis, numeric and IT skills, oral and written communication, information retrieval, literature review and report writing skills.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Nursing and Midwifery Council (NMC; 2018) sets out the educational standards for pre-registration nursing programmes, and the standards of proficiency for registered nurses that are expected to be achieved at the end of the programme and at the point of entering the professional register. These standards can be found on the NMC website.

The Course Learning Outcomes for this course, and relevant NMC standards are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Anatomy and physiology of the human body, dysfunction, pathophysiology, immunology and microbiology, including long term implications (Platform 2, 3, NMC 2018).	*Lectures, seminars, group work and online activity, etc.*	*Portfolios, exam and presentations etc.*
A2	Ethical principles, values and moral concepts inherent in adult nursing and social care practice across the lifespan, including diversity and equity in a multi-cultural society (Platform 1, NMC 2018).	*Lectures, seminars, group work, online activity and simulations etc.*	*Case reports, portfolios, posters and presentations etc.*
A3	Legal, professional and statutory codes of conduct and responsibilities relevant to physical, mental and sociocultural needs of a range of service users. (Platform 1, 4, 6, NMC 2018).	*Lectures, seminars, group work, online activity and simulations etc.*	*Reports, reviews, portfolios, posters and presentations etc.*
A4	Contemporary health care policy and its impact upon determining public health issues within the global and local communities, and the adult nurse's role in health promotion and public health agendas. (Platform 2, NMC 2018)	*Lectures, seminars, group work and simulations etc.*	*Reports, reviews, portfolios, PAD and presentations etc.*

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A5	Legislation, legal, ethical and professional frameworks for safe and effective medicines management along with the fundamentals of pharmacology and therapeutic effects of major drug groups on the body. (Platform 4, NMC 2018)	*Lectures, seminars, group work, online activity and simulations etc.*	*Reports, posters and presentations etc.*

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Think analytically, using higher levels of professional judgments and decision making in increasing complex care environments. (Platform 1, 4, 5, NMC 2018)	*Lectures, seminars, group work and simulations etc.*	*Reports, reviews, portfolios, PAD and presentations etc.*
B2	Apply skills of critical analysis to real life situations and evaluate practice and theoretical evidence which contributes to an understanding of practice and service delivery. (Platform 1, 4, 5, NMC 2018)	*Practice, group work, online activity and simulations etc.*	*Reviews, PAD, project, posters and presentations etc.*
B3	Demonstrate the development of skills in intellectual debate, knowledge and skills in clinical reasoning, structured evaluation and problem solving. (Platform 1, 4, 5, 7, NMC 2018)	*Seminars, group work, online activity and simulations etc.*	*Reports, reviews, project, PAD and presentations etc.*
B4	Utilise reflective strategies to maintain own professional development through a portfolio which demonstrates effective self-appraisal and personal development planning following constructive feedback. (Platform 1, NMC 2018)	*Lectures, seminars, group work, online activity and simulations etc.*	*Reports, project, PAD and portfolios, etc.*

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Practice independently and make autonomous decisions, in a way that empowers and respects the safety, dignity, rights, choices and wishes of a diverse range of service users across the lifespan, their carer's and families in a manner that is consistent with professional, ethical and legal frameworks. (Platform 1, 3, 4, 5, 7, NMC 2018).	*Lectures, seminars, group work, online activity and simulations etc.*	*Practice assessment document (PAD), reports and OSCE, etc.*
C2	Plan, deliver and evaluate high standard, compassionate, evidence based and person centred care across all age groups, in partnership with service users, carers and their families and the wider health and social care team. (Platform 1, 3, 4, 5, 7, NMC 2018)	*Lectures, seminars, group work, online activity and simulations etc.*	*Practice assessment document (PAD) and presentations etc.*
C3	Critically evaluate appropriate evidence and research in order to safely and systematically assess, plan, implement and evaluate the physical, mental and socio-	*Lectures, seminars, group work and*	*Practice assessment document (PAD)*

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
	cultural needs of a range of service users who may present with complex acute and long-term physical, mental health and learning disability needs across the lifespan. (Platform 2, 3, 4, 5, 6, 7, NMC 2018)	*simulations etc.*	*and OSCE, etc.*
C4	Critically evaluate the changing needs of service users and carers when planning, supporting and delivering care throughout the end of life by respecting their choices and responding to the potential and actual impact of loss and bereavement upon the family. (Platform 1, 2, 3, 4, 5, 6, 7, NMC 2018)	*Lectures, seminars, group work, online activity and simulations etc.*	*Practice assessment document (PAD), written examinations and OSCEs etc.*
C5	Manage service users' medication therapies safely and effectively within the relevant legal frameworks. (Platform 1, 2, 3, 4, 5, 6, 7, NMC 2018)	*Lectures, seminars, group work and simulations etc.*	*Practice assessment document (PAD), OSCEs and exams, etc.*

D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Be an autonomous practitioner in managing your work and care delivery to raising professional standards (Platform 1, 2, 3, 4, 5, 6, 7, NMC 2018)	*Group work, online activity and simulations etc.*	Practice assessment document (PAD), project and presentations etc.
D2	Work independently and effectively in teams utilising your leadership skills and respecting other people's contributions, demonstrating the ability to co-ordinate multi-professional and inter-professional care in acute inpatient, community and public health contexts. (Platform 1, 2, 3, 4, 5, 6, 7, NMC 2018)	*Seminars, group work, practice and simulations etc.*	Practice assessment document (PAD) and OSCEs, etc.
D3	Acquire, analyse, evaluate, synthesise and apply research skills from a wide range of sources, and understand their significance for patient safety (Platform 1, 2, 5, 7, NMC 2018).	*Lectures, seminars, group work, online activity and simulations etc.*	*Practice assessment document (PAD), OSCEs, project and presentations etc.*
D4	Approach problem solving in a systematic way and demonstrate the values required for safe, effective and person-centred practice (Platform 1, 2, 3, 4, 5, NMC 2018)	*Lectures, seminars, group work, online activity and simulations etc.*	*Practice assessment document (PAD), reports, reviews and project, etc.*

Academic Regulations

The current University of Portsmouth Examination and Assessment Regulations will apply to this course however there are some important exemptions to academic regulations which apply.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides:

The Course is managed by a Course Leader

- Specific induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for academic and clinical support and pastoral guidance
- Faculty Learning Support Tutor
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Maths Cafe
- Student course and module information provides information about the course
- Feedback is provided for all assessments
- Simulation practice, teaching and assessment facilities
- Faculty Placement Office
- Student preparation prior to and during clinical placements, supervisor and practice assessor assigned to each student)
- Timetabled tutorial system
- Placement management system and electronic practice assessment documentation (ePAD) to support students to manage their placement learning

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth Vision 2030 and Strategy 2025
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: **Nursing & Midwifery Council**
- The Framework for Technology Enhanced Learning (DH, 2011)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update

of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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