

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Nursing with Registered Nurse Status (Adult)

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	B740
JACS Code	B740
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	QAA (2001) Benchmark Statement for Nursing DOH (2003) the NHS Knowledge and Skills framework and Development Review NMC Standards of proficiency for pre-registration nursing education (2010)
Programme accredited by	Nursing and Midwifery Council
Description of accreditation	http://www.nmc-uk.org/ApprovedProgrammeSearchResultprogid=1115
Validated target and alternative exit awards	Bachelor of Science with Honours in Nursing with Registered Nurse Status (Adult)
Programme Leader	Susan Ashton

Educational aims of the programme

The programme aims to provide a professional education which takes account of all the relevant professional and academic benchmarks and produces a practitioner who is Fit for Practice, Fit for Purpose, Fit for Award and Fit for Professional Standing by:

To equip students to provide high quality care in diverse health and social care environments, from public health and first point of contact, to critical and continuing care, appreciating the distinctiveness of all fields of nursing.

To provide learning environment that enables the student to meet challenges flexibly and creatively to become a proficient, confident, safe and accountable practitioner whose practice is underpinned by a rigorous evidence and value base to ensure fitness for practice.

To equip students with the skills they need to enhance employability, career development and entrepreneurial skills through reflective practice and personal development planning.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.

Knowledge and understanding

A student who is eligible for this award will be able to:

- A1. Critically examine legal, ethical, cultural and political issues underpinning health needs and adult nursing practice;
- A2. Underpin personal and professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs;
- A3. Use critical reflective Processes and continuing professional development;
- A4. Critically examine the biological, psychological, social and pharmacological element of adult nursing care

across the lifespan ;

A5. Analyse and interpret relevant health promotion / education to promote wellbeing across the lifespan;

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Acquisition of knowledge and understanding is through a combination of the following:

The learner is encouraged to undertake independent study both to supplement and consolidate their learning and to broaden their knowledge and understanding of the subject. Further support is provided by the Library.

Supervised practice experiences; simulated practice sessions; reflection; portfolio development; seminar and care plan presentations; individual and small group academic tutorials; discussion groups, problem-based and enquiry-based type learning approaches; interactive lectures; coursework; laboratory based practical work; workshops, learning packages; e-technology approaches to learning and teaching including, podcasts and video and scenario based learning.

Assessment

Knowledge and understanding is assessed through a combination of assessments in the form of multiple choice questions and scenario based short answer questions, reports, essay assignments, practice assessments, project work, reflective accounts, posters and presentations.

Skills and other attributes

Intellectual Skills

A student who is eligible for this award will be able to:

B1. Analyse the value base inherent within the multi professional team and its impact on the relationships with users, carers and other professionals.

B2. Critically appraise research findings and evidence to inform strategies that promote health and the delivery of nursing care to adults;

B3. Analyse nursing care needs and collaborative solutions which enable safe, effective, person and family-centred care to adults;

B4. Evaluate risk management strategies that promote a safe and therapeutic environment;

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Intellectual skills are developed through the programme by the methods and strategies outlined above. Analysis, problem solving and reflection skills are further developed through role-play, tutorials, simulation & laboratory work and practice placement experiences.

Throughout, the learner is encouraged to develop intellectual skills further by independent study

Assessment

Testing the development of intellectual skills is managed through a combination of assessments which include examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of reports, essay assignments, practice assessments, project work, reflective accounts and presentations. Data retrieval skills and debate and discussion skills will also be tested here.

Professional practical skills

A student who is eligible for this award will be able to:

C1. Practice with confidence in accordance with the NMC Code of Professional Conduct.

C2. Develop and document care to achieve optimal health and rehabilitation across the lifespan for people with complex needs.

C3. Utilise information technology to assist in the organisation and management of adult nursing care;

C4. Contribute with confidence comprehensive and systematic approaches to assess, plan, implement and evaluate nursing care to adults in partnership with patients/service-users and/or their carers

C5. Adapt to changing health needs and make decisions which are ethically sound and based on best available evidence;

C6. Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of patients/service users

C7. Promote partnership-working through skillful team, inter-professional and multi-agency collaboration.

C8. Demonstrate appropriate leadership, support and direction to team members in delivering efficient quality care

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

50% of the programme hours are located in practice settings with supervised practice experience.

Practical skills are developed through the programme by a combination of experience in the practice setting, simulated practice sessions, skills practice, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, coursework and based practical work/ experiments, workshops, learning packages and computer assisted learning.

Skills' learning is also facilitated by maintaining a Practice Assessment Record (PAR), skills inventory, and portfolio. The design of the programme allows students a period of consolidation at the culmination of each progression point.

Assessment

Practical skills are assessed in practice placements by means of achievement of module learning outcomes for practice, contained in the Practice Assessment Record (PAR) This approach is complemented by the use of OSCEs and scenario based tasks and case studies. Practice simulation opportunities are also utilised in the skills laboratories.

Transferable / key skills

A student who is eligible for this award will be able to:

D1. Effectively utilise literacy, numeracy and information technology skills

D2. Select and apply knowledge and skills to complex and unexpected situations

D3. Demonstrate appropriate professional discipline, organisation, presentation and standards of conduct

D4. Develop self-management skills and take initiative for planning to meet own needs and facilitating those of others

D5. Demonstrate effective leadership and communication skills

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Teaching and learning of transferrable skills is firmly embedded throughout all modules. However one module in each year focuses on the development of study/ key skills to include information and data management and computer skills.

Transferrable skills development is also facilitated by maintaining a portfolio, which is a record of personal and professional learning and development. This is further enhanced by regular PDP meetings with personal tutor to action plan learning development/ key skill needs.

Assessment

The assessment of transferrable skills is supported with developmental and summative aspects of testing. Reflective exercises and reports, group presentations, PAR, Skills inventory, of multiple choice questions and scenario based short answer questions, reports, essay assignments, practice assessments, project work, and posters.

Programme structure - programme rules and modules

Programme rules

The BSc (Hons) Nursing programme is offered full-time (3 years) in adult fields. Each year is required to consist of 45 programmed weeks and operates over a two semester extended academic year.

Validated alternative exit awards are:

Certificate of Higher Education in Health Studies

Diploma of Higher Education in Health Studies

All aspects of the programme are governed by the Nursing Midwifery Council professional regulations. The requirements for the adult field of practice are bound by EU directive 2005/36/EU. Credit has also been calculated to take account of European Transfer Credits to meet Bologna requirements (EU 1999)

All modules are delivered in line with University academic framework advice, to allow students developmental progression and give opportunity for spread of assessment workload. Students would be expected to complete their programme within five years (full time).

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6001APRNAD Consolidating Adult Nursing Practice (1) (20 credits) 6001BPRNAD Consolidating Adult Nursing Practice (2) (20 credits) 6002PRN Nursing Management and Leadership (20 credits) 6003PRNAD Managing Complex Care in Adult Nursing (20 credits) 6004PRNAD Changing Perspectives in Healthcare (20 credits) 6005PRN Personal and Professional Development (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5001APRNAD Developing Adult Nursing Practice 1 (20 credits) 5001BPRNAD Developing adult nursing practice 2 (20 credits) 5002PRN Effective use of Research in Evidence Based Nursing Practice (20 credits) 5003PRN Health and illness across the lifespan (20 credits) 5004PRNAD Professional Values and Therapeutic Interventions in Adult Nursing (20 credits) 5005PRNAD Contemporary Issues in Healthcare (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4001APRN Introduction to nursing practice (20 credits) 4001BPRN Foundations of nursing practice (2) (20 credits) 4002PRN Introduction to study skills (20 credits) 4003PRN Introduction To Nursing Science (20 credits) 4004PRN Application of Nursing Theory to Practice (20 credits) 4005PRNAD Person Centred Practice in Adult Nursing (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

The following Variances were approved on 19/04/16

Students are unable to progress if they have any credits trailing. Trailing credits will need to be retrieved by the 12th week of the next year/ level of progression for the student to continue. (NMC 2010 Section 3: Standards Requirements 1.1.1 and 3.10.2). Depending on the circumstances as to why the student cannot achieve this they will either be required to take a LOA and re-join the cohort behind or will need to be discontinued.

Module structure for programme is 20 credit modules split into 2 semesters with a semester for this programme identified as 26 weeks. (NMC 2010 Standards Requirements R1.1.1, R5.2.1)

Students are required to attend theory programme components unless exemption and appropriate substitution is negotiated, as part of an individual learning contract, with the relevant module leader. (NMC 2010 Standards Requirements R1.1.1, R5.2.1)

Students will be expected to attend all practice components of the programme without exemption. (NMC 2010 Standards Requirements R1.1.1, R5.2.3).

Any accrued periods of sickness/absence, over the duration of the programme, may be 'made up' by students through additional attendance. Periods of absence accrued beyond 60 days can lead to the student being withdrawn from the programme or require the student to take a LOA and to be intercolated at a later date. (This follows the DH Bursary Unit guidance <http://www.nhscareers.nhs.uk/details/Default.aspx?Id=89>). To complete the final sign-off placement a student must not have more than 20 practice days (150 hours) to make-up to finish on time. A student in this situation would not be able to acquire the standard required to release the credit so could only complete with 100 credits at level 6. Their exit award would be the Diploma. Student attendance is managed throughout the programme, and time allowed for students to make-up time, including delaying the start of their final sign-off placement to allow every opportunity for success and to avoid this scenario.

Students who are referred twice within the following modules where assessment is practiced-based through the use of Practice Assessment Records (PAR) during any part of the programme will be awarded a fail grade for the module and discontinued from the programme as they will not be able to retrieve this through an Exceptional Second Referral.

4001APRN / 4001BPRN / 5001APRNAD / 5001BPRNAD / 6001APRNAD / 6001BPRNAD.

Students are assessed in medication related calculations at each progression point in theory and practice. Competence is demonstrated via short exams which must be passed independently at a pass mark of 80% for level 4 and 5 and 100% for level 6. (Essential Skills Cluster: Medicines Management 33.1: 33.2)

Opportunities for work-related learning (location and nature of activities)

Opportunities for Work Based Learning:

Practice learning experiences are required to meet the Nursing and Midwifery Council regulations, 4,600 programme hours, 2,300 of which are practice. Practice learning will be in approved environments and supported by appropriately prepared mentors and supervisors. There is a statutory requirement that 50% of the hours contained within the programme are spent in the practice setting. Students will have the opportunity to work on practical placements across a wide range of settings both inside and outside hospitals and in both the NHS and Independent Sector

Criteria for admission

A/AS Level

A minimum of 112 UCAS tariff points (Adult) from a combination of 'A' level (AS or equivalent will not be accepted), Health / Science related AVCE, BTEC National (6/12 or 18-unit), Advanced Diploma in Society, Health & Development, relevant Extended Project, AQA Baccalaureate, International Baccalaureate Diploma, Welsh Baccalaureate, OCR Nationals, Irish Leaving Certificate Highers and Scottish National Certificates, Highers and Advanced Highers.

All offers made to candidates for pre-registration programmes, whether conditional or unconditional are made via UCAS subject to satisfactory, good health and character declaration, Disclosure and Barring Service and medical checks, availability of a Department of Health Bursary, a suitable second reference and acceptance for LJMU to transfer data to third party professional organisations as required to complete a professional award.

Convictions or pending actions will be considered at the Faculty Criminal Convictions panel. The panel considerations include the type of offence, age when committed and time expired since. This process is entirely confidential.

Other

Prospective students are required to have completed 10 years general school education before commencing a nursing programme. Reference will be made to the Health and Safety at work act (2004) which restricts the manner in which young people may be deployed. In this context a 'young person' is defined as any person below the age of 18 (NMC circular, 17/2007).

Normally all applicants must show evidence of recent academic study or contemporary updating of knowledge and skills (within 5 years of the commencement of the programme).

The normal entry requirements for the programmes are*:

5 GCSE's/ O' Levels at grade C or above. Must include: English and Mathematics at grade C or above. We will consider the following level 2 qualifications in place of Maths and English GCSE grade C+: Key Skills, City and Guilds, OCR (via Learn Direct) and ALAN but this does not replace the requirement of 5 GCSE's.

Mature entry

Applications are welcomed from mature candidates who do not meet the standard criteria but who have appropriate knowledge and caring experience. Evidence of recent study experience may be particularly important in this group as those who have not studied for some time may find the transition to the student role difficult. The University review qualification criteria on an annual basis and applicants are advised for to view the

most recent fact file at www.ljmu.ac.uk at the point of application.

Overseas qualifications

Applicants whose First Language is not English

Where English is not an applicants first language and at least GCSE Level English (with a Grade of C or above) has not been achieved in the UK, International English Language Testing System (IELTS) is required. The programme will apply the NMC requirements for overseas applicants to the register i.e. where the scores are at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections and where the overall average score is 7.0.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.