



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BN (Hons) Nursing (Adult) Degree Apprenticeship

COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

Course Title	BN (Hons) Nursing (Adult) Degree Apprenticeship BN (Hons) Nursing (Adult) Degree Apprenticeship - Extended
Final Award	<i>Bachelor of Nursing (Hons)</i>
Exit Awards	<i>CerHE in Health and Care Studies</i> <i>DipHE in Health and Care Studies</i> <i>BSc in Health and Care Studies</i>
Course Code / UCAS code (if applicable)	U3870FDB U3869PDB
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>3 years</i>
Cohort(s) to which this course specification applies	<i>From April 2025 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Faculty of Science and Health</i>
School/Department/Subject Group	<i>School of Dental, Health and Care Professions</i>
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	xxxx
Professional and/or Statutory Regulatory Body accreditations	<i>Nursing & Midwifery Council</i>
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>Level 4, 5 and 6</i>

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 that enables the student to become a proficient, confident, safe and accountable Registered Nurse (Adult) 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 and work-based 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 [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course 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).	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment, exam, coursework</i>
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).	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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).	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>

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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document</i>

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 carers and families in a manner that is consistent with professional, ethical and legal frameworks. (Platform 1, 3, 4, 5, 7, NMC 2018).	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
C3	Critically evaluate appropriate evidence and research in order to safely and systematically assess, plan, implement and evaluate the physical, mental and socio-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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
C5	Manage service users' medication therapies safely and effectively within the relevant legal frameworks. (Platform 1, 2, 3, 4, 5, 6, 7, NMC 2018)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework</i>

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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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).	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>
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)	<i>Lectures, seminars, group work, online activity, simulation, work based learning</i>	<i>Work based learning portfolio, practice assessment document, exam, coursework, presentation</i>

Academic Regulations

The current University of Portsmouth [Academic Regulations: Examination & Assessment Regulations](#) will apply to this course. This course has an [Approved Course Exemption](#).

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
- Work-based learning tutor offering support for your progress as an apprentice
- Faculty Learning Support Tutor
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Maths Cafe
- Simulated practice based learning and assessment facilities
- Student preparation prior to and during clinical placements, supervisor and practice assessor assigned to each student

Degree Apprenticeship information

Occupation Summary

Registered nurses work across public, independent, and voluntary sectors, adhering to standards set by the Nursing and Midwifery Council (NMC). Their role centers on providing compassionate, evidence-based, and person-centered care for individuals of all ages with diverse and complex health needs, including mental, physical, cognitive, and end-of-life care. Nurses are accountable for their actions, whether working independently or within multidisciplinary teams.

Key responsibilities include promoting health, preventing illness, and empowering individuals and communities to manage their health. They interact daily with patients, families, and a wide range of professionals from various sectors, such as social services, education, and law enforcement, while supporting the learning of healthcare professionals.

Registered nurses work in diverse settings, including hospitals, homes, and communities, often across 24/7 shifts. They must adapt to changing environments, new care models, an aging population, and technological advances, requiring emotional intelligence, resilience, and critical thinking. Leadership, delegation, and accountability are essential aspects of their role, alongside maintaining personal well-being and knowing when to seek support.

Occupational duties

The following sets out the occupational duties of a Registered Nurse, as outlined in the Registered Nurse degree standards (NMC 2018)

Duty	Knowledge, Skills and Behaviours
Duty 1 Be an accountable professional acting in the best interests of people, putting them first and providing nursing care that is person-centred, safe	K1 K2 K3 K4 K5 S1 S2 S3 S4 S5 S6

and compassionate.	B1 B2 B3
Duty 2 Communicate effectively, act as a role models for others and be accountable for their own actions.	K6 K7 K8 S7 S8 S9 S10 S11 S12 S13 B1 B2 B3
Duty 3 Promote health and prevent ill-health to improve and maintain the mental, physical and behavioural health and well-being of people, families, communities and populations.	K9 K10 K11 K12 K13 S14 S15 S16 S17 S18 S19 S20 S21 B1 B2 B3
Duty 4 Assess individuals nursing care needs and plan care using information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support.	K14 K15 K16 K17 K18 K19 K20 K21 S22 S23 S24 S25 S26 S27 S28 S29 B1 B2 B3
Duty 5 Provide and evaluate nursing care to individuals and groups taking the lead in providing evidence based, compassionate and safe nursing interventions.	K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 S30 S31 S32 S33 S34 S35 S36 S37 S38 S39 S40 B1 B2 B3
Duty 6 Improve safety of care by assessing risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.	K35 K36 K37 K38 K39 K40 S41 S42 S43 S44 S45 B1 B2 B3
Duty 7 Improve quality of care by making a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people's experience of nursing and related care.	K41 K42 S46 S47 S48 B1 B2 B3
Duty 8 Provide professional leadership in the coordination and management of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings.	K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 S49 S50 S51 B1 B2 B3
Duty 9 Lead nursing care, taking responsibility for managing nursing care and accountability for the appropriate delegation and supervision of care	K54 K55 S52 S53 S54 S55

provided by others in the team including lay carers.	B1 B2 B3
Duty 10 Work in teams, collaborating and communicating effectively with a range of colleagues.	K55 K56 K57 K58 S55 S56 S57 S58 B1 B2 B3

Skills scan

Each year students will be required to complete a Skills scan which will be linked to the apprenticeship standard. This will be repeated year on year and will provide a visual representation and evidence of progression.

Tripartite Meetings

Regular experiential and progress reviews of the apprentice will be facilitated by the work-based tutor at a minimum of every 12 weeks. The review will monitor:

- Progress in terms of developing the required knowledge, skills and behaviours, in line with the employers needs and expectations
- Welfare
- Health and Safety
- Equality of opportunity
- Safeguarding

These regular reviews are seen as a three-way partnership linking the University, the apprentice, and the employing organisation.

British Values

As part of Professional Apprenticeship it is important that studies are underpinned by British values. These are defined by the Department for Education as:

- Democracy

The belief in freedom and equality between people, in which power is held by elected representatives or directly by the people themselves. All the people are involved in decision-making, typically by voting to elect representatives to speak on their behalf.

- The rule of law

The principle that all people, organisations and the elected government are subject to and accountable to the law that is fairly applied and enforced. The rule of law protects individual citizens and is essential to their well-being and safety.

- Individual liberty

The right to act, believe and express oneself in a manner of one's own choosing, free from unjust or undue control, coercion or violence if others, including the government. The concept of individual freedom is central to the ideal of a free society.

- Mutual respect and tolerance

The acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the case of prejudicial or discriminatory behaviour.

Each person, as a human being, has the inherent right to be treated with dignity and respect with regard to ability, age, gender, faith, heritage, race, sexual orientation, disability or any other aspect of identity or personal circumstance.

Mutual respect and tolerance involves all actively working together to create a work and learning environment free from discrimination and harassment.

End Point Assessment

As a fully integrated degree apprenticeship, apprentices enter the end-point assessment gateway once the following are confirmed:

- The employer and the University as an NMC Approved Educational Institution (AEI) are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard
- The apprentice has achieved English and Mathematics at Level 2
- The apprentice has achieved all required modules, taking into account any recognition of prior learning (RPL) of the following approved qualification:
 - Degree in Nursing or L7 qualification approved by the NMC where the apprentice already holds a Level 6 degree but before the training provider's examination board
 - Practice Assessment Document (PAD) completed and signed off by their practice and academic assessor
 - A satisfactory declaration of health and character

The EPA starts with the examination board and finishes when the university makes the required declarations to the NMC. The apprentice is not required to carry out any additional assessments.

Registration with the Nursing and Midwifery Council (NMC)

Apprentices that have completed the programme and the End Point Assessment have five years to register their award with the NMC. In the event of failing to register within five years of receipt of the award, you will have to undertake additional education and training or gain such experience as specified in the Nursing and Midwifery Council standards.

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](#)
- [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](#)
- [Degree Apprenticeship Standard: ST0781 Registered Nurse \(Integrated Degree\)](#)
- 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
- Requirements of Professional and Statutory Regulatory Bodies: NMC Standards for Education and Training (2018):

- [Part 1: Standards Framework for Nursing and Midwifery Education](#)
- [Part 2: Standards for Student Supervision and Assessment](#)
- [Part 3: Standards for Pre-registration Nursing Programmes](#)
- Employer organisations
- Practice Learning Partner Organisations
- Nursing and Midwifery Council Annual Self Review

Changes to your course/modules

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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