

DEGREE PROFILE

Bachelor of Science (BSc) in Nursing

TYPE OF DEGREE & LENGTH	Single Degree (240 ECTS). The degree is made up of a theory component equivalent to 150 ECTS and a clinical component equivalent to 90 ECTS. The degree programme is divided into 8 semesters.
INSTITUTION(S)	University of the Faroe Islands, Faculty of Health Sciences. <i>Fróðskaparsetur Føroya, Deildin fyri Heilsu- og Sjúkrarøktarvísindi.</i>
ACCREDITATION ORGANISATION(S)	Ministry of Foreign Affairs and Culture - <i>Uttanríkis- og mentamálaráðið.</i>
PERIOD OF REFERENCE	From 2022
LEVEL	Bachelor (BSc). QF-EHEA level: "1st cycle". EQF-LLL level 6.

A	PURPOSE
	<p>The purpose of this programme is to qualify students to practice autonomously as nurses. This degree equips students with the skills and competences to practice, communicate and lead health care in a manner that promotes and preserves health, prevents ill health, and provides treatment, rehabilitation, and palliative care. It equips students to cooperate with patients, next of kin, colleagues, and other practitioners.</p> <p>In addition, it affords the capacity to develop nursing, carry out development work and harness research in health and health care. Teaching is research and evidence-based, and the programme furthers students' critical, analytical, and reflexive skills.</p>

B	CHARACTERISTICS	
1	DISCIPLINE(S) / SUBJECT AREA(S)	The main focus is nursing theory and nursing practice (150:90).
2	GENERAL/SPECIALIST FOCUS	General degree, without specialisation.
3	ORIENTATION	Academic degree oriented towards the Nursing profession.
4	DISTINCTIVE FEATURES	The subject-specific content of the degree is based on knowledge from nursing practice and research in conjunction with subjects from the health, natural and social science, and humanities. Learning and teaching takes place at the Faculty of Health Sciences and in approved clinical placement settings.
C	EMPLOYABILITY AND FURTHER EDUCATION	
1	EMPLOYABILITY	Successful completion of the degree entitles the holder to certification. The degree entitles the holder to work as a qualified nurse.
2	FURTHER STUDIES	Successful completion of the degree qualifies graduates to access masters level programmes in nursing, cand.cur (second cycle) and other health programmes at master's level. Students must examine the admission criteria for each individual programme as different universities have different rules.

D EDUCATION STYLE		
1	LEARNING AND TEACHING APPROACHES	<p>The learning and teaching approaches used include lectures, group work, homework assignments, study questions, quiz, case studies, self-study, project work, cooperative learning and peer learning. In addition, students practice their clinical skills in the practice lab. The learning and teaching approaches are described in the individual course descriptions.</p> <p>A portfolio is used as a tool to describe and reflect on the learning process during the clinical part of the programme.</p>
2	ASSESSMENT METHODS	<p>Written exams, written exams with oral examination/presentation, written exams with practical demonstration and oral examination.</p> <p>The degree concludes with a written bachelor thesis followed by an oral defence. Attainment level assessments are used for the clinical part of the programme.</p>

E PROGRAMME COMPETENCES		
1	GENERIC	<p>Academic Skills: ability to work inquisitively and approach research questions critically and analytically. This includes wording, describing, analysing, and interpreting subject-specific research questions and presenting conclusions and discussions.</p> <p>Language: ability to use clear and precise language, both orally and in writing</p> <p>Communication: ability to communicate, cooperate and establish relationships with people</p> <p>Work Independently: ability to work autonomously and collaborate in teams</p> <p>Knowledge in Practice: ability to apply knowledge in practical situations</p> <p>Problem-Solving Skills: ability to identify, pose and resolve problems</p> <p>Adaptability: ability to adapt to and act in new situations and cope under pressure</p> <p>Continuing Development Capacity: capacity to learn and stay up-to-date with learning</p> <p>Technology: ability to use information and communication technologies</p>
2	SUBJECT SPECIFIC	<p>Professional Foundation: ability to practice nursing based on professional knowledge and understanding, with due regard for any statutory, guidelines and ethical considerations that provide the foundation of the profession.</p> <p>Communication: ability to communicate professionally and generate therapeutic relationships with patients and next of kin, while taking their specific needs and circumstances into consideration.</p> <p>Relationships: ability to show empathy and be ethical and reflexive in any nursing care setting, including difficult and complex situations.</p> <p>Clinical decision-making: ability to make well-founded decisions based on practice and research, while taking into account any physical, social, psychological, cultural, spiritual, and environmental factors that may affect the patient and next of kin.</p> <p>Leadership: capability to manage clinical nursing and make clinical decisions across professions, subject fields, institutions, and the home of the patients. Ability to manage, administer and coordinate the patient's nursing care and</p>

	<p>treatment, as well as being able to lead a team of colleagues, students, and trainees.</p> <p>Cooperation: ability to work with individuals and in teams to promote and practice quality nursing care for each individual. Ability to cooperate with the patient, next of kin, colleagues, and other practitioners regardless of ethnicity, cultural and religious background.</p> <p>Development: ability to critically reflect on practice and take steps to update nursing care in line with new findings. Ability to take part in research and development projects in nursing care and to use evidence-based nursing research.</p> <p>Dissemination: ability to disseminate information to patients, next of kin, colleagues, interdisciplinary collaborators, and lay people.</p> <p>Health technology: ability to use and critically assess health care technology and technological tools.</p>
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F	COMPLETE LIST OF PROGRAMME LEARNING OUTCOMES
	<p>Graduates can demonstrate ability to:</p> <ul style="list-style-type: none"> • explain nursing practice and areas of work • explain and assess theory, methods, and practice within the field of nursing • assess the need for nursing care and carry out nursing care that covers physical, psychological, social, and spiritual needs • demonstrate ability to determine the need for care, both independently and in collaboration with the patient and next of kin, organise care plan, carry out, review and document nursing care and treatment • explain laws and regulations, executive orders, and management systems applicable to health and social services • reflect on subject areas and ethical dilemmas within nursing • explain and assess the use of health technology as a tool in clinical nursing • explain and assess thoughtfulness in relation to informing, guiding, and instructing patients, next of kin and collaborators considering their terms of participation • communicate professional complexities to both professionals and non-professionals • assess and reflect on communication in relation to the patient, next of kin and other professionals based on professional communication theory • analyse and assess circumstances that influence the professional relationship between nurses and patient/general public, next of kin and other practitioners • explain thoughtfulness in relation to professional and inter-disciplinary collaboration and how to be an independent part of it • explain thoughtfulness in relation to the patient and next of kin collaboration considering ethnic, cultural, religious and language background • explain thoughtfulness in relation to managing clinical nursing care and clinical decision-making within the field of nursing • present proposals to develop nursing based on societal demands and the latest professional knowledge • find, assess, and use the latest evidence-based research • analyse and assess circumstances and initiatives of health promotion, health preservation and disease prevention • determine learning needs and organise self-learning in various learning environments