

Programme Specification

Bachelor of Science (BSc) (Hons) in Adult Nursing

Awarding Institution	University of Gibraltar		
Teaching Location	Europa Point Campus, Gibraltar		
Programme Title	Adult Nursing		
Final Award	Bachelor of Science (BSc) (Hons)		
Level of Qualification¹	6		
Mode of Delivery	FULL-TIME		
Minimum and Maximum Registration Period		Minimum registration	Maximum registration
	Full-time	3 years	5 years
Recognition by Professional, Statutory or Regulatory Body	Gibraltar Nurses, Midwives, Health Visitors Registration Board (GNMHVRB)		
External Reference Points	<p>The programme outcomes are referenced to the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.</p> <p>There are no QAA subject benchmarks for nursing.</p> <p>The module outcomes are referenced to the NMC (2018) Standards: Standards for pre-registration nursing education Future nurse: Standards of proficiency for registered nurses European Directive 2005/36/EU.</p>		
Entry Requirements	<p>Typically, all applicants will have one of the following:</p> <ul style="list-style-type: none"> • BBC at 'A level' (equivalent to 112 UCAS points), science or health related subject preferred or international equivalent. • Science or health-based Access to HE course: Full Access Diploma with 45 level 3 credits and 15 level 2 credits of which 21 of the level 3 credits should be at Distinction and 18 at Merit. • Other Level 3 qualification equivalent. <p>In addition, applicants should have:</p> <ul style="list-style-type: none"> • 5 GCSE's A*– C (grade 4 or above post 2017) including English Language and Mathematics (Science also preferred) (or international equivalent). • Strong communications skills with the ability to communicate your ideas effectively in discussions, presentations and writing. • Basic IT skills, such as word-processing, email and Internet. 		

¹ UK Framework for Higher Education Qualifications

	Wherever possible candidates are encouraged to gain practical work experience in a care setting prior to undertaking the programme.
English Language Requirements	<p>Additionally, for international applicants: An overall IELTS test result of 7, including a minimum of 6.5 in all sub-tests. Equivalent awards will be considered (e.g. Pearson’s Test of English, Cambridge Certificate of Advanced English, City and Guilds International ESOL 8984, or the TOEFL- IBT test of English proficiency).</p> <p>Admission is subject to occupational health screening and Disclosure Barring Service (DBS) enhanced check including checks against the Adult and Child Workforce Barring lists or the Police Vetting form.</p> <p>All suitable applicants are required to attend a selection day which includes a numeracy exam, values-based interview (multiple mini interviews), panel interview, group scenario and an informal assessment of the applicant’s current digital literacy skills which will provide a baseline from which to develop capability in digital and technological literacy during the programme.</p>
School	School of Health and Sport Sciences
Date of Initial Approval	02 June 2020
Date last reviewed	02 June 2020

1. Programme Outline

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

2. Programme Aim/s

- Provide contemporary, evidence-based nursing education which meets the needs of students, service users and local health and social care employers.
- Develop accountable, safe, compassionate and resilient practitioners who demonstrate professional attitudes and behaviours consistent with the GNMHVRB / NMC Code.
- Provide students with a range of learning opportunities to enable the development of nursing practice skills including assessing, planning, leading and coordinating care that is compassionate, evidence-based, and person-centred.
- Enable students to identify and critically appraise secondary and primary sources as a basis for independent study and evidence-based practice
- Prepare graduate students for employment in nursing, research, further study and lifelong learning or further by developing their intellectual, problem solving, practical and key (transferable) skills.
- Foster in students the value and benefits of collaborative working with service-users, carers and health and social care professionals, in order to achieve optimum individualised person-centred care.
- Develop the student's knowledge and skills to enable autonomous nursing practice at the point of registration.

3. Programme Learning Outcomes

The course outcomes are referenced to the *Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)*, and relate to the typical student. They are also mapped to the proficiencies detailed under the seven platforms of the *NMC Future nurse: Standards of proficiency for registered nurses (2018)*. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

NMC (2018) Nursing Platforms

1. Being an accountable professional (BAP)
2. Promoting health and preventing ill health (PH)
3. Assessing needs and planning care (APC)
4. Providing and evaluating care (PEC)
5. Leading and managing nursing care and working in teams (L)
6. Improving safety and quality of care (SQ)
7. Coordinating care (CC)

On successful completion of the programme the student will be able to:

A. Knowledge and Understanding	A1	Understand the physical, pathological, social and psychological origins of health and illness and the effects of change on the individual / communities / society.
	A2	Understand relevant legal, regulatory and governance requirements, policies, ethical frameworks and mandatory reporting duties.
	A3	Understand health and social disorders/conditions that contribute to a change in the well-being of people.
	A4	Describe a contemporary range of evidence-based nursing inventions used in promoting the health and well-being of the individual.
	A5	Identify communication and relationship management skills required to ensure that individuals, their families and carers are actively involved in and understand care decisions.
	A6	Understand leadership and interdisciplinary working in order to contribute to the quality improvement of care and treatment in order to enhance health outcomes within health and social care.

B. Intellectual Skills	B1	Analyse critically and appraise both primary and secondary sources, assembling data from a variety of sources and discern and establish connections.
	B2	Demonstrate critical thinking when applying evidence and drawing on experience to make evidence informed decisions across all areas of practice.
	B3	Demonstrate the skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development.
	B4	Solve complex problems in the provision and management of nursing care applying research findings to promote and inform best nursing practice.
C. Practical Skills	C1	Perform professional behaviour as an accountable, reflective, adaptable, compassionate, skilled and confident registered nurse, demonstrating the ability to apply professional, ethical and legal frameworks to deliver evidence-based practice in all areas of practice. (BAP).
	C2	Demonstrate effective use of non-judgemental interpersonal communication skills in the development and maintenance of therapeutic, empowering and collaborative relationships acting as an advocate for people, their carer's and families. (BAP, APC, PEC).
	C3	Recognise and respond appropriately to complex and unpredictable situations in day-to-day clinical practice, demonstrating technical competence and expertise. (L, CC).
	C4	Coordinate, lead and manage the complex nursing and integrated care needs of people through partnership, collaboration and interagency working. (CC, L).
	C5	Assess, manage and report risks to ensure the safety of people and contribute to quality improvement strategies to bring about continuous improvement (SQ, CC).
	C6	Work in partnership with people, families and carers to assess needs, identify goals and plan person-centred, evidence-based interventions; evaluating their effectiveness in meeting the individuals' wishes, preferences and desired outcomes. (APC, PEC).
	C7	Implement strategies to promote and protect health and prevent ill health in order to improve health outcomes and reduce health inequalities (PH, CC).

<p>D. Transferable Skills</p>	<p>AK</p>	<p>Self-Awareness Skills</p>
	AK1	Take responsibility for own learning and autonomously plan for and record own personal development.
	AK2	Recognise own academic strengths and weaknesses, critically reflect on performance and progress and respond to feedback.
	AK3	Organise self effectively, autonomously agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets.
	AK4	Work effectively with limited supervision in complex, unfamiliar and unpredictable contexts.
	<p>BK</p>	<p>Communication Skills</p>
	BK1	Express complex ideas clearly, systematically and unambiguously in writing and the spoken word.
	BK2	Present, challenge and defend ideas and results effectively orally and in writing – including where uncertainty and complexity exists.
	BK3	Actively listen, evaluate, synthesise and respond appropriately to ideas of others.
	<p>CK</p>	<p>Interpersonal Skills</p>
	CK1	Work effectively with multiple teams as leader or member.
	CK2	Autonomously adapts performance to multiple contexts.
	CK3	Critically discuss and debate with others and effectively negotiate to reach agreement in complex and unfamiliar contexts.
	CK4	Act with initiative to give, accept and respond to constructive feedback, evaluating own performance.
	CK5	Show sensitivity and respect for diverse values and beliefs, including those that are contradictory and unfamiliar.
	<p>DK</p>	<p>Research and information Literacy Skills</p>
	DK1	Systematically search for, select and evaluate relevant sources of information.
	DK2	Critically evaluate and appraise complex information current research and advanced scholarship in the discipline and use it appropriately.
	DK3	Critically apply the ethical and legal requirements in both the access and use of information.
	DK4	Accurately cite and reference information from a wide range of sources.
DK5	Use software and IT/digital technology confidently and creatively.	

EK	Numeracy Skills
EK1	Systematically collect data from a wide range of primary and secondary sources and use advanced methodological approaches to manipulate and critically analyse this data.
EK2	Present and record complex, incomplete and contradictory data in a wide range of appropriate formats.
EK3	Critically analyse, synthesise and evaluate data to inform and justify arguments and suggest alternative approaches.
EK4	Act with confidence in the selection, accuracy and uncertainty in the collection and critical analysis of data.
FK	Management and Leadership Skills
FK1	Autonomously determine the scope of a task (or project).
FK2	Identify resources needed to undertake the task (or project) and to autonomously schedule and manage the resources.
FK3	Evidence confidence to successfully complete and evaluate a task (or project), autonomously revising the plan where necessary.
FK4	Act with initiative and confidence to motivate and direct others to enable an effective contribution from all participants.

4. Learning, Teaching and Assessment Strategy

Teaching and learning is delivered through the integration of a variety of face-to-face sessions in small and large groups, lectures, conferences, seminars, group work, problem-based learning, clinical skills and simulated learning.

Technology is used to enhance and support learning. Canvas a virtual learning environment (VLE) is utilised to provide students with information about the programme, modules and teaching /learning materials and enables virtual discussions on topics to take place or students to collaborate on learning activities. Those with mobile devices, such as Smart Phones can download the Canvas App and E-learning resources (e.g. nursing textbooks) are made available to students via the VLE and learning resources centre, to enable flexible student access.

The integration of theory and practice is achieved through learning, teaching and assessment strategies which require students to reflect on their experiences in practice. Nursing knowledge and evidence is applied to these experiences, with an increasing depth of discussion and analysis as students' progress through the academic levels. Furthermore, a wide variety of practice partners, service users, carers and other professional colleagues contribute to the delivery of the programme within the classroom.

Academic skills development is provided throughout the curriculum alongside the theory content and assessment tutorials. Support is tailored to the academic level undertaken to ensure students develop their skills appropriately.

The programme design and delivery enables the development of students' digital and technological skills as outlined by Health Education England (NHS, 2018) and meet the needs of people in their care to ensure safe and effective nursing practice (NMC, 2018).

Practice Learning

Practice learning is an integral part of the programme and students undertake practice learning placements across a range of settings. It is a requirement of the EU, GNMHVRB and Nursing and Midwifery Council that students undertake a minimum of 2300 hours of practice and that they are supernumerary in practice placements.

Placements are selected to ensure breadth of clinical experience and exposure to diverse client groups so that students become proficient in meeting the holistic needs of people and can successfully demonstrate the communication, relationship management skills and nursing procedures defined in Annexes A and B of the UK Nursing and Midwifery Council's *Standards of Proficiency for Registered Nurses* (NMC, 2018). Each placement has a designated Link Lecturer from the University who is available to provide guidance to mentors and students as required.

All placements are preceded by timetabled preparation sessions which enable students to consider their aims for the placement and the possible learning opportunities available. The session also covers the assessment of practice learning which is achieved using a Practice Assessment Document (PAD).

During their practice placements students learn to provide direct care to service users, families and carers under the guidance and supervision of appropriately trained mentors and, where appropriate, registered health and social care professionals from other disciplines. Students also have the opportunity to

undertake a National or International Elective Learning Opportunity (NIELO) at the end of year 2 which can also include clinical research placements.

The assessment of students' learning is staged throughout the academic year to ensure coherence and an even, manageable workload. Each assessment has a formative element which allows students to develop their ideas, seek feedback and maximise success at the summative submission. Students are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their future assignments and academic skills, and achieve their full potential.

A range of assessment types are employed and include examinations, essays, OSCA's, reports, presentations and practical assessments which take place in both the Clinical Skills and Simulation Lab and the workplace. Wherever possible, theoretical assessment tasks aim to be authentic, building upon experiences in practice and are used to demonstrate clear linkages between theory and practice. Students build a portfolio of evidence throughout the programme.

Assessment of practice is achieved through successful completion of the practice assessment document in each year and an Observed Structured Clinical Assessment (OSCA) in year one, in conjunction with successful sign-off in practice by a practice-based mentor at the end of each year. Theory and practice have equal weighting within the programme. Students **must** achieve a pass in both theory and practice to achieve their final award and register with the GNMHVRB and the NMC.

5. Programme content and structure

Level 4 (Year 1)				
Module Code	Module Title	Credits	Semester	Compulsory or Optional
AN43001	Introduction to Life Sciences	30	1	C
AN43002	Introduction to Adult Nursing	30	1 and 2	C
AN43003	Introduction to Public Health and Health Promotion	30	1 and 2	C
NP43001	Introduction to Professional Practice	30	1 and 2	C
	TOTAL	120		

Can Exit here with a Certificate of Higher Education: 120 Credits

Level 5 (Year 2)				
Module Code	Module Title	Credits	Semester	Compulsory or Optional
AN53001	Therapeutic Interventions in Nursing: Bio-Psychosocial Approaches	30	1	C
AN53002	Assessment and Care Process in the Acutely Ill Person	30	1 and 2	C
AN53003	Collaborative Working for Health and Well-being in Adults with Long Term Conditions.	30	1 and 2	C
NP53001	Developing Professional Practice	30	1 and 2	C
	TOTAL	120		

Can Exit here with a Diploma of Higher Education: 240 Credits

Level 6 (Year 3)				
Module Code	Module Title	Credits	Semester	Compulsory or Optional
AN63001	Safe and Effective Quality Care in Adult Nursing	30	1	C
AN63002	Co-ordinating the Care of Adults with Complex Health Care Needs	30	1 and 2	C
AN63003	Leadership in Adult Nursing	30	1 and 2	C
NP63001	Advancing Professional Practice	30	1 and 2	C
	TOTAL	120		

On completion awarded a Bachelor's degree: 360 Credits

6. Variation/s to the Academic Regulations: Taught Programmes

- It is an GNMHVRB / NMC requirement that no compensation is allowed.
- Only two attempts at the practice assessment document are allowed.

7. Programme credits and intermediate Awards (exit points)

Award	Credits	Credit level (FHEQ)
Certificate of Higher Education	120 credits	4
Diploma of Higher Education	240 credits	5
Bachelor's Degree	360 credits	6

8. Career and Study Opportunities

Employability and work-based learning

This programme has been designed to fulfil the requirements of the EU and Nursing and Midwifery Council and as such prepares students for employment as registered nurses. The close partnership with stakeholders, including service users and practice partners in developing and evaluating our curriculum helps to ensure our students are appropriately prepared. Professional values are embedded and assessed throughout the programme, so that students' understanding is enhanced, e.g. in respect of accountability, compassion and respect, confidentiality and person-centred care. In addition, aspects of the final year taught content, provides direct preparation for employability. Careers advice is made available to students throughout the programme by University and practice partner staff. Many of our placement partners also offer a fast track application process for our students. There are also opportunities both within placement learning and university-based learning to meet with past students and local employers.

9. Programme Map (full-time) ALL MODULES ARE COMPLUSORY

LEVEL 4 Bachelor's Year 1		LEVEL 5 Bachelor's Year 2		LEVEL 6 Bachelor's Year 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
AN43001 Introduction to life sciences 30 credits	AN43003 Introduction to Public Health and Health Promotion 30 credits	AN53001 Therapeutic interventions in nursing: bio-psycho-social approaches 30 credits	AN53002 Assessment and care process in the acutely ill person 30 credits	AN63001 Safe and effective quality care in adult nursing 30 credits	AN63003 Leadership in adult nursing 30 credits
AN43002 Introduction to Adult Nursing 30 credits		AN53002 Collaborative working for health and well-being in adults with long term conditions. 30 credits		AN63002 Coordinating the care of adults with complex health care needs 30 credits	
NP43001 Introduction to Professional Practice 30 Credits		NP53001 Developing Professional Practice 30 credits		NP63001 Advancing Professional Practice 30 credits	
CAN EXIT WITH: CERTIFICATE OF HIGHER EDUCATION 120 CREDITS		CAN EXIT WITH DIPLOMA OF HIGHER EDUCATION 240 CREDITS		AWARD BACHELOR (Hons) Adult Nursing 360 CREDITS	

10. Assessment of Learning Outcomes		CORE MODULES															
		TABLE 1: CORE MODULES AGAINST THE PROGRAMME LEARNING OUTCOMES															
Core modules	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7
Year 1 (level 4)																	
AN43001 Introduction to life sciences 30 credits	X		X														
AN43002 Introduction to Adult Nursing 30 credits	X	X		X	X				X		X	X					
AN43003 Introduction to Public Health and Health Promotion 30 credits	X			X	X				X		X	X					
NP43001 Introduction to Professional Practice 30 Credits	X	X	X	X					X		X	X					
Year 2 (level 5)																	
AN53001 Therapeutic interventions in nursing: bio-psycho-social approaches 30 credits	X	X	X	X	X					X		X					
AN53002 Assessment and care process in the acutely ill person 30 credits	X	X	X	X	X				X		X	X	X				
AN53002 Collaborative working for health and well-being in adults with long term conditions. 30 credits	X	X	X	X	X						X	X		X			
NP53001 Developing Professional Practice 30 credits	X		X								X	X		X			
Year 3 (level 6)																	
AN63001 Safe and effective quality care in adult nursing 30 credits						X	X	X		X					X		
AN63002 Coordinating the care of adults with complex health care needs 30 credits				X	X	X	X			X	X		X	X	X	X	X
AN63003 Leadership in adult nursing 30 credits		X			X	X	X	X	X				X	X			
NP63001 Advancing Professional Practice 30 credits	X	X	X			X	X	X	X		X	X	X	X			X

TABLE 1: CORE MODULES AGAINST THE PROGRAMME LEARNING OUTCOMES (Cont'd)

Core modules	AK1	AK2	AK3	AK4	BK1	BK2	BK3	CK1	CK2	CK3	CK4	CK5	DK1	DK2	DK3	DK4	DK5
Year 1 (level 4)																	
AN43001 Introduction to life sciences 30 credits		X															X
AN43002 Introduction to Adult Nursing 30 credits		X					X								X	X	
AN43003 Introduction to Public Health and Health Promotion 30 credits		X														X	
NP43001 Introduction to Professional Practice 30 Credits	X		X		X	X	X	X	X	X	X	X					
Year 2 (level 5)																	
AN53001 Therapeutic interventions in nursing: bio-psycho-social approaches 30 credits		X			X	X							X		X	X	
AN53002 Assessment and care process in the acutely ill person 30 credits		X			X	X	X							X		X	
AN53002 Collaborative working for health and well-being in adults with long term conditions. 30 credits		X			X	X								X		X	
NP53001 Developing Professional Practice 30 credits	X		X	X	X	X	X	X	X	X	X	X					
Year 3 (level 6)																	
AN63001 Safe and effective quality care in adult nursing 30 credits		X										X	X	X		X	
AN63002 Coordinating the care of adults with complex health care needs 30 credits		X					X	X		X		X		X		X	
AN63003 Leadership in adult nursing 30 credits		X					X								X	X	
NP63001 Advancing Professional Practice 30 credits	X		X	X	X	X	X	X	X	X	X	X	X				

TABLE 1: CORE MODULES AGAINST THE PROGRAMME LEARNING OUTCOMES (Cont'd)

Core modules	EK1	EK2	EK3	EK4	FK1	FK2	FK3	FK4
Year 1 (level 4)								
AN43001 Introduction to life sciences 30 credits								
AN43002 Introduction to Adult Nursing 30 credits								
AN43003 Introduction to Public Health and Health Promotion 30 credits								
NP43001 Introduction to Professional Practice 30 Credits	X	X						
Year 2 (level 5)								
AN53001 Therapeutic interventions in nursing: bio-psycho-social approaches 30 credits	X	X						
AN53002 Assessment and care process in the acutely ill person 30 credits								
AN53002 Collaborative working for health and well-being in adults with long term conditions. 30 credits								
NP53001 Developing Professional Practice 30 credits								
Year 3 (level 6)								
AN63001 Safe and effective quality care in adult nursing 30 credits			X	X				
AN63002 Coordinating the care of adults with complex health care needs 30 credits								
AN63003 Leadership in adult nursing 30 credits				X	X	X	X	X
NP63001 Advancing Professional Practice 30 credits			X		X	X	X	X