C2.3   Programme Specification

Diploma in Adult Nursing / Enrolled Nurse Programme

Awarding Institution	University of Gibraltar
Teaching Location	Europa Point Campus, Gibraltar
Programme Title	Diploma in Adult Nursing / Enrolled Nurse Programme
Final Award	Diploma in Adult Nursing
Level of Qualification[1]	4 and 5
Mode of Delivery	FULL-TIME ☒ PART-TIME ☐
Minimum and Maximum Registration Period	<table><tr><td></td><td>Minimum registration</td><td>Maximum registration</td></tr><tr><td>Full-time</td><td>2 years</td><td>2 years</td></tr><tr><td>Part-time</td><td>0 years</td><td>0 years</td></tr></table>
Recognition by Professional, Statutory or Regulatory Body	Nurses Midwives Health Visitors Registration Board Gibraltar
External reference points	There are no QAA subject benchmarks in the UK for nursing. The programme outcomes are referenced to the *Framework for Higher Education Qualifications of UK Degree-Awarding Bodies* (2014), and relate to the typical student. In addition, the outcomes align with: *NMC (2018) Standards:* • Standards for pre-registration nursing education. • Standards of proficiency for nursing associates • Future nurse: Standards of proficiency for registered nurses. • Standards of proficiency for nursing associates • European Directive 2005/36/EU.
Entry Requirements	**Typically, applicants for the Diploma in Adult Nursing will have:** • A minimum of 2 years' healthcare experience and employed by either the Gibraltar Health Authority (GHA) or the Elderly Residential Services (ERS). This is essential, as the EN student will complete their placement in their area of work. The student needs to be in fulltime employment and will be seconded from their area of work. Individuals who are not in fulltime employment will not be eligible for this programme. In addition, applicants should have: • 5 GCSE's A*– C (grade 4 or above post 2017) including English Language and Mathematics (Science also preferred). • Strong communications skills with the ability to communicate ideas effectively in discussions, presentations and writing.

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[1] UK Framework for Higher Education Qualifications

	• Basic IT skills, such as word-processing, email and Internet. 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.
English Language Requirements	If English is not the student's first language they must have one of the following qualifications as evidence of English language skills: • IELTS: 6.5 with 5.5 minimum in each skill • Cambridge Certificate of Proficiency in English (CPE): Grade C • Cambridge Certificate of Advanced English (CAE): Grade B • Pearson Test of English (Academic): 60 with 51 in each component • IBT TOEFL: 90 with no subtest less than 17
Faculty/Department	School of Health Sciences
Date of Initial Approval	Enter date of validation approval
Date last reviewed	
In the event of any inconsistency between the provisions of this Programme Specification and the provisions of the current University of Gibraltar Academic Regulations contained within the published Quality Handbook, the provisions of the current Academic Regulations shall prevail.	

1. Programme Outline

The key target for this Work Based Learning (WBL) Diploma in Adult Nursing are those Nursing Assistants (NAs) who are currently employed at either the Gibraltar Health Authority (GHA) or the Elderly Residential Service (ERS), and who wish to progress and become Enrolled Nurses. The programme is structured to meet the academic requirements for award of a Diploma in Adult Nursing, and to enable students to be eligible to apply to register with the NMHVRBG as an Enrolled Nurse.

The student EN will spend the first year of study working in their original environment mentored by a Registered Nurse (mentor). During the second year of the programme, the students will spend their placements in another area of practice that is not their original area of work mentored by another Registered Nurse (mentor).

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, and coordinating care that is compassionate and person-centred.
- Prepare students for employment in nursing, 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.

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 of the NMC *Future nurse: Standards of proficiency for registered nurses* (2018). The NMC Standards of proficiency for nursing associates (2018) six platforms have been taken into consideration as part of this programme.

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and 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. Improving safety and quality of care (SQ)
6. Coordinating care (CC)

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

A. **Knowledge &** **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.
B. **Intellectual Skills**	B3 Demonstrate the skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development.
C. **Practical Skills**	C1 Perform professional behaviour as an accountable, reflective, adaptable, compassionate, skilled and confident enrolled nurse, demonstrating the ability to apply professional, ethical and legal frameworks to deliver evidence-based practice in all areas of practice. 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. C3 Recognise and respond appropriately to complex and unpredictable situations in day-to-day clinical practice, demonstrating technical competence and expertise.

D. Transferable Skills	**AK Self-Awareness Skills** **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, 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. **BK Communication Skills** **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. **CK Interpersonal Skills** **CK1** Work effectively with multiple teams as an active member. **CK2** Adapt 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.
	DK Research and information Literacy Skills **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.

4. Learning, Teaching and Assessment Strategy

Each module is led by a Module Leader and delivered by an academic team who are responsible for planning and delivering the module and supporting students to achieve the module learning outcomes. The module team are the primary means of academic support for students undertaking the module assessment through the provision of tutorial support for the formative and summative submissions, feedback and feed forward.

Modules are organised in a staged approach throughout the academic year to maximise opportunities for the integration of theory and practice and to ensure a manageable student workload. Year 1 develops a broad understanding of nursing knowledge to underpin practice and enables the student to provide reasoned explanations of relevant issues. Year 2 promotes a more detailed understanding of the subject matter covered in Year 1 with a greater focus on field specific learning, developing theories and concepts to enable students to provide substantiated arguments relating to relevant issues.

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 critical analysis as students' progress through the academic levels.

Assessment methods reflect the theoretical and practical approaches of the modules and are predominantly coursework, exam and OSCA focused. They require students to demonstrate their ability to evaluate and integrate theory and practice in a wide range of scenarios in order to make sound judgements and clinical decisions.

The assessment attached to each module encourages hands-on problem-solving as well as development of decision-making, communication, dexterity and critical thinking skills to support the holistic approach to person-centred care delivery. The spiral approach to the modules allows students to be taught core principles and skills through exploratory and practical sessions as well as competence in more complex integrated skills. The approach also requires students to reflect on their learning journey throughout each of the individual modules.

The assessment of students' learning is staged throughout the academic year to ensure coherence and an even, manageable workload. The assessments are outlined in detail in the Table below. Attendance is recorded during the delivery of each module.

	Module Code	Module Title	Credit Value	Summative Assessment (SA) / Formative Assessment (FA)
Year 1 (level 4)	AN43001	Introduction to life sciences	30 @ L4	Online MCQ Exam (45 min) (FA) Online MCQ Exam (1 hour) 100% (SA)
	AN43002	Introduction to adult nursing	30 @ L4	Presentation (FA) Clinical Case Scenario (2000 words) (SA)
	AN43003	Introduction to public health and health promotion	30 @ L4	Presentation (FA) Poster (20%) (SA) Essay 80% (1500 words) (SA)
	NP43001	Introduction to professional practice	30 @ L4	PAD OSCA Pass / Fail Reflective Development Plan (1500 words)100% (SA)
Year 2 (level 5)	AN53001	Therapeutic interventions in nursing: bio-psycho-social approaches	30 @ L5	Exam (1 hour exam) (FA) and OSCA (FA) Exam (1.5 hour exam) 80% (SA) OSCA 20% (SA)
	AN53002	Assessment and care process for the acutely ill person	30 @ L5	OSCA (FA) and Exam (1 hour) (FA) OSCA 20% (SA) Written EXAM 80% (1.5 hours) (SA)
	AN53003	Collaborative working for health and well-being in adults with long term conditions (LTC)	30 @ L5	Presentation (FA) Case Study Report on a LTC (80%) 2000 (SA) Resource for long term condition (20%) (SA)
	NP53001	Developing professional practice	30 @ L5	PAD OSCA Pass / Fail Reflective Development Plan (1500 words)100% (SA) Numeracy 100% Pass / Fail

The **formative assessment** is designed to assess student's progress and to serve as feedback to both students and lecturers. The formative assessment methods include prompt feedback on course work, individual and group feedback on participatory exercises, student presentations, case studies, simulation, OSCA as well as reflections on learning. This aims to progress the students' learning and provide an opportunity to feed forward into future summative assessments.

The aim of the **summative assessment** is to determine whether the student has met the relevant module learning outcomes, which in turn contribute to the overall programme aims and learning outcomes. Feedback on summative assessments is delivered in a timely manner and assists students to improve in future assessments. Knowledge and understanding is summatively assessed throughout each module through the following methods:

- Problem-solving assignments
- OSCA
- Exams
- Reports
- Case study
- PAD

The wide range of assessment methods, each of which contribute to the student's overall grade, gives students the opportunity to experience different forms of assessment, thus meeting the differing needs of learners.

5. Programme content and structure

Level 4 (Year 1)

Module Code	Module Title	Credits	Semester	Compulsory or Optional
AN43001	Introduction to Life Sciences	30	Semester 1	C
AN43002	Introduction to adult nursing	30	Semester 1 and 2	C
AN43003	Introduction to Public Health and Health Promotion	30	Semester 2	C
NP43001	Introduction to Professional Practice	30	Semester 1 and 2	C
On completion of year 1 and the **120 credits at L4** the student can be awarded a				
• *Certificate in Health Care Practice*				
		TOTAL	**120**	

Level 5 (Year 2)

Module Code	Module Title	Credits	Semester	Compulsory or Optional
AN53001	Therapeutic interventions in nursing: bio-psycho-social approaches	30	Semester 1	C
AN53002	Assessment and care process in the acutely Ill person	30	Semester 1 and 2	C
AN53003	Collaborative working for health and well-being in adults with long-term conditions.	30	Semester 2	C
NP53001	Developing professional practice	30	Semester 1 and 2	C
On completion of year 2 and **120 credits at L4 and 120 credits at L5** the student can be awarded a				
• *Diploma in Adult Nursing / EN*				
		TOTAL	**120**	

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

None. All modules are compulsory.

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

8. Career and Study Opportunities

The programme also provides pathways and opportunities for further study. These could include undertaking the BSc (Hons) Nursing Adults 'Top-up' in order to be able to 'Top-up' both their academic studies and practical proficiencies. This will enable the EN diploma student on completion of the 'Top-up' to apply for registration as a Registered Nurse with the Nurses, Midwives, Health Visitors Registration Board Gibraltar (NMHVRBG).

9. Programme Map (full-time) All modules are compulsory

LEVEL 4 Diploma Year 1		LEVEL 5 Diploma Year 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
AN43002 Introduction to Adult Nursing 30 credits		**AN53002** Collaborative working for health and well-being in adults with long term conditions. 30 credits	
NP43001 Introduction to Professional Practice 30 Credits		**NP53001** Developing Professional Practice 30 credits	

CAN EXIT WITH: **CERTIFICATE OF HIGHER EDUCATION** 120 CREDITS		**CAN EXIT WITH** **DIPLOMA OF HIGHER EDUCATION** 240 CREDITS	

10. Assessment of Learning Outcomes CORE MODULES

Upon completion of the program, students will be able to:	AN43001	AN43002	AN43003	NP43001	AN53001	AN53002	AN53003	NP53001
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.	SF	SF	S	S	F	F/S	F/S	S
A2 Understand relevant legal, regulatory and governance requirements, policies, ethical frameworks and mandatory reporting duties.		SF		S/F	S/F	F	S	
A3 Understand health and social disorders/conditions that contribute to a change in the well-being of people.	SF			S/F	F	F	F	S
A4 Describe a contemporary range of evidence-based nursing inventions used in promoting the health and well-being of the individual.		F	S	S/F	F	S	F	
A5 Identify communication and relationship management skills required to ensure that individuals, their families and carers are actively involved in and understand care decisions.		S	F		F	F	F	
B. INTELLECTUAL SKILLS								
B3 Demonstrate the skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development.		F	F	S/F		S/F		
C. PRACTICAL SKILLS								
C1 Perform professional behaviour as an accountable, reflective, adaptable, compassionate, skilled and confident enrolled nurse, demonstrating the ability to apply professional, ethical and legal frameworks to deliver evidence-based practice in all areas of practice.		S	F	S		F	F	S

Upon completion of the program, students will be able to:	AN43001	AN43002	AN43003	NP43001	AN53001	AN53002	AN53003	NP53001
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.		F	F	S	F	F	F	S
C3 Recognise and respond appropriately to complex and unpredictable situations in day-to-day clinical practice, demonstrating technical competence and expertise.						S/F		
D. TRANSFERABLE SKILLS								
AK1 Take responsibility for own learning and autonomously plan for and record own personal development.				x				x
AK2 Recognise own academic strengths and weaknesses, critically reflect on performance and progress and respond to feedback.	x	x	x		x	x	x	
AK3 Organise self effectively, and setting realistic targets, accessing support where appropriate and managing time to achieve targets.				x				x
AK4 Work effectively with limited supervision in complex, unfamiliar and unpredictable contexts.								x
BK1 Express complex ideas clearly, systematically and unambiguously in writing and the spoken word.				x	x	x	x	x
BK2 Present, challenge and defend ideas and results effectively orally and in writing – including where uncertainty and complexity exists.				x	x	x	x	x
BK3 Actively listen, evaluate, synthesise and respond appropriately to ideas of others.		x		x		x		x
CK1 Work effectively with multiple teams as an active member.				x				x
CK2 Adapt performance to multiple contexts.				x				x

Upon completion of the program, students will be able to:	AN43001	AN43002	AN43003	NP43001	AN53001	AN53002	AN53003	NP53001
CK3 Critically discuss and debate with others and effectively negotiate to reach agreement in complex and unfamiliar contexts.				x				x
CK4 Act with initiative to give, accept and respond to constructive feedback, evaluating own performance.				x				x
CK5 Show sensitivity and respect for diverse values and beliefs, including those that are contradictory and unfamiliar.				x				x
DK3 Critically apply the ethical and legal requirements in both the access and use of information.		x			x			
DK4 Accurately cite and reference information from a wide range of sources.		x	x		x	x	x	
DK5 Use software and IT/digital technology confidently and creatively.	x							
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.				x	x			
EK2 Present and record complex, incomplete and contradictory data in a wide range of appropriate formats.				x	x			