



**UNIVERSITY OF
PLYMOUTH**

Faculty of Health

University of Plymouth

Faculty of Health

School of Nursing & Midwifery

Programme Specification

BSc (Hons) Nursing (Adult Health)
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Nursing (Child Health)

Degree Apprenticeship Route

Leading to eligibility to apply for Professional Registration
with the Nursing and Midwifery Council

Updated by minor change for implementation 2020-21

Date of approval: 16/07/2019

Date of implementation: September 2019

Year of first award: 2021

Glossary

Full Time Route - RNDA BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) programme

Stage One	Year One of the RNDA BSc (Hons) Nursing programme
Stage Two	Year Two of the RNDA BSc (Hons) Nursing programme
Stage Three	Year Three of the RNDA BSc (Hons) Nursing programme
HFEQ Level 4	Modules which are taken in the first stage of the RNDA BSc (Hons) Nursing programme
HFEQ Level 5	Modules which are taken in the second stage of the RNDA BSc (Hons) Nursing programme
HFEQ Level 6	modules which are taken in the final stage of the RNDA BSc (Hons) Nursing programme

Part Time Route - RNDA BSc (Hons) Nursing (Adult health, Mental health, Child Health) programme

Stage One	Year One of the RNDA BSc (Hons) Nursing programme
	Year Two of the RNDA BSc (Hons) Nursing programme
Stage Two	Year Three of the RNDA BSc (Hons) Nursing programme
	Year Four of the RNDA BSc (Hons) Nursing programme
Stage Three	Year Five of the RNDA BSc (Hons) Nursing programme
	Year Six of the RNDA BSc (Hons) Nursing programme
HFEQ Level 4	Modules which are taken in the first stage of the RNDA BSc (Hons) Nursing programme
HFEQ Level 5	Modules which are taken in the second stage of the RNDA BSc (Hons) Nursing programme
HFEQ Level 6	Modules which are taken in the final stage of the RNDA BSc (Hons) Nursing programme

1. Award titles.....	5
2. Awarding Institutions.....	5
3. Accrediting Body.....	5
4. Distinctive Features of the Programme and the Apprentice Experience	6
5. Relevant QAA Subject Benchmark Group(s).....	10
6. Programme Structure.....	10
7. Programme Aims.....	14
8. Programme Intended Learning Outcomes.....	14
9. Admissions Criteria, including RPL and DS Arrangements.....	17
10. Progression Criteria for Final and Intermediate Awards.....	20
11. Non-Standard Regulations.....	22
12. Transitional Arrangements	22
13. Mapping (see below).....	24
14. References.....	43

Mapping

Mapping of current level four and level five modules against proposed modules

Mapping of module contribution to the meeting of the Award learning outcomes

Mapping of modules to NMC 2018 standards

Appendices

Appendix 1: Degree Apprenticeship Registered Nurse Standard

Appendix 2: End-point assessment plan for Registered Nurse Non Integrated Degree apprenticeship standard

Appendix 3: Degree Apprenticeship Route - Application Process Flowchart

1. **BSc (Hons) Nursing (Adult Health)**
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Nursing (Child Health)

Final award title

BSc (Hons) Nursing (Adult Health)
BSc (Hons) Nursing (Mental Health)
BSc (Hons) Nursing (Child Health)

Level 4 Intermediate award title

Certificate of Higher Education

Level 5 Intermediate award title

Diploma of Higher Education

Level 6 Intermediate award title

BSc Health and Social Care

(This award does not lead to eligibility to apply for NMC registration)

UCAS code:

JACS code:

2. **Awarding Institution:** University of Plymouth
Teaching institution(s): University of Plymouth
3. **Accrediting body:** Nursing and Midwifery Council

4 Distinctive Features of the Programme and the Apprentice Experience

This contemporary degree apprenticeship route provides an alternative flexible entry into the BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) programme, enabling the apprentice to study for a work integrated degree whilst remaining in salaried employment. The development and design was a collaborative partnership following national consultation and local consultation with our stakeholders and employers in the region. It aligns with Health Care Employers' strategic objectives and goals around workforce planning and with the Standards set by the NMC (2018) and Institute for Apprenticeships (2018). The design of the degree apprenticeship route is underpinned by two factors: existing expertise within the School of Nursing and Midwifery (SNAM) and expertise of mentors (practice assessors/supervisors) within the work-based (practice) setting.

The part time route recognises the challenges a full time programme presents to some prospective apprentices and employers. Apprentices choosing to undertake the part time route will attend a reduced number of modules and practice placements with each level of study being taken over two years. All apprentices irrespective of the part time or full time route will need to undertake NRS 410 'Being an Accountable Practitioner' as this first module of the programme aims to develop the apprentices' knowledge and understanding of the nursing profession, as well as the knowledge and skills required to become a confident, academic, independent learner. Additionally, all apprentices will need to undertake NRS 415 'Providing and Evaluating Care' during year one of level four as this module is linked to practice assessment. Modules will be offered in sequence in order to mirror that of full time study. The part time route will therefore enable apprentices to study alongside peers on the full time programme. This pattern of study can then continue during level five and level six, with practice based modules and assessments being completed during the first year of each level.

Apprentices on the part time route will be required to follow a cohesive plan of placement hours to enable consistent supervision and assessment agreed by the programme lead. Placement experiences will mirror that of full time students. Apprentices are required to complete their practice hours, in order to meet NMC requirement of 2300 by the end of the programme. (For further details see section 6: Programme structure and assessment for further details).

4.1 The apprentice experience

The apprentice experience assumes increasing importance in the quality monitoring of programmes and in particular in Nursing and Midwifery as this has a significant impact on patient care and in retention of apprentices to become active citizens of the health and academic community to which they belong.

In recognition of stakeholder feedback the BSc (Hons) Nursing (Adult Health) and the BSc (Hons) Nursing (Mental Health) degree apprenticeship route will be delivered on our three campuses across the Peninsula. The BSc (Hons) Child Health degree apprenticeship route will be delivered at Plymouth. Apprentices will access teaching of all three fields of nursing through blended learning and delivery of shared content where appropriate.

This programme fully recognises the potential of existing employees and supports direct access into level five where appropriate and thereby career development and broadening access.

4.2 Patient engagement

The programme supports the importance of working with patients, service users and carers in a wider capacity to ensure that apprentices gain a robust knowledge of hearing and responding to the patient voice. Our wider patient engagement (WPE) initiative instigated by Kim Young won the 2017 Health Education England Award for hearing the patient voice. It enables learners to participate in WPE activities to form part of the inclusive experience of care delivery. Examples of activities and resources provided on the programme include:

- Learners linking to the Care Opinion organisation (formerly Patient Opinion) which provides learners with a unique log-in to access patient stories and examples of written feedback provided by health care organisations. Thus learners develop their knowledge of how patient and carer feedback is responded to and see how changes are made to enhance the patient and carer experience.
- Activities linked to clinical placement e.g. joining patient representation groups in GP practices, making contact with specialist services to follow up patients' needs in the community, finding out more about patient stories from patient opinion. <https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi/poppi-health/wider-patient-engagement-wpe>
- Encouragement to log WPE activity within the e Portfolio.
- Opportunity for learners to showcase their WPE activity as part of practice innovation at the University of Plymouth.

- Opportunity for learners to link to the Plymouth Award which is nationally recognised by employers for demonstrating achievements outside of their academic studies.

The WPE Steering Group meets during each academic year to monitor wider patient engagement activity within the programme. The group includes representation from a national patient representation organisation and patients and service users supporting external working relationships. Patient representatives contribute to the monitoring and quality aspects of the programme e.g. patient representatives have attended curriculum planning events as well as being involved in the development of the placement assessment document.

4.3 Sustainability

Sustainability has been embedded throughout the nursing and midwifery curriculum based on the innovative research of SNAM staff in the Sustainability, Society and Health Research Group (for example Grose *et al.* 2012; Grose & Richardson, 2013 a,b; Manzi *et al.* 2016; Nichols *et al.* 2009; Richardson *et al.* 2009). Since 2011 we have developed and evaluated evidence-based teaching and learning approaches to introduce apprentices to the challenges of climate change in the context of health and wellbeing and sustainable healthcare provision (Grose & Richardson 2015, Richardson *et al.* 2015). Our approach has engaged learners in discussion about sustainability in the nursing curriculum (Richardson *et al.* 2016) and won us a National Green Gown Award in 2014 for learning and teaching (Grose *et al.* 2015, Richardson *et al.* 2014). Sessions have been evaluated extremely well, and in turn have raised practice-related issues for further research. This has ensured an ongoing and dynamic relationship between research and practice, and demonstrated significant impacts on knowledge and attitudes (Richardson *et al.* 2017).

More recently, we have used research from our European funded project to compare student attitudes toward sustainability and nursing in EU countries (Richardson *et al.* 2106b). This has contributed to the development of the NurSusTOOLKIT (www.nursus.eu). This resource provides teaching and learning materials for nurses and health professionals, focusing on the health challenges for climate change and sustainability. The materials are evidence-based and available in six languages. Many of the topics are fully integrated into the nursing curriculum at the University of Plymouth, providing innovative and original approaches to an issue that is ‘the most significant threat to public health in the 21st century’ (Lancet Commission 2009).

4.4 Peer Assisted Learning Scheme (PALS)

Our award winning Peer Assisted Learning scheme (PALS) offers apprentices the opportunity to develop their own learning through assisting those at an earlier stage of the curriculum. PALS is defined as '*the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions*' with horizontal and vertical peer support from 2nd/3rd year apprentices (*Topping 2005 p631*, Black and McKenzie 2008).

PALS was introduced at the University of Plymouth in 2011 and Plymouth is an active member of a dynamic UK and Ireland peer learning network, keen to promote, trial, research and deliver the benefits associated with peer assisted learning. See <https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development/pals>. In 2013 we hosted a PALS leader's conference and in November 2014 our Leaders won a PALS poster competition. More recently one of our PALS Leaders was selected as a delegate to represent UoP at the 2018 International PASS/PAL Leader Conference held at University of Manchester.

We are in the process of engaging with our direct entry students to gain an understanding of their lived experiences of accessing the programme in year two in order to develop a bespoke PAL delivery for future students accessing via direct entry, sponsored or apprenticeship routes.

The PALS scheme within the School of Nursing and Midwifery is structured to suit the needs of all our first year students.

4.5 Digital Professionalism

Digital professionalism is introduced from week one and reinforced throughout the programme. We ensure that apprentices have the skills needed to be effective learners, using for e.g.: Digital Learning Environment (DLE), Pebble Pad, webinars, discussion forums, Skype, online surveys & video calls. We also ensure learners understand the growing use of the Internet for e-health, including the benefits and challenges for learners engaging in on-line activities.

Our apprentices will be encouraged to use Twitter to develop links with professionals, patient groups, and other students around the world. Our approach to promoting this professional use of Twitter has been researched and presented by SNAM staff (Jones et al 2016; Chudleigh & Jones, 2016; Jones & Trevena, 2017; Jones & Woolman 2017). Apprentices' understanding of e-health links closely with WPE; we are currently piloting 'citizen contacts' for second year learners in which they show volunteer citizens how to make effective use of the internet for health information.

This programme will utilise 'WeLearn' a digital learning platform linked to the social media site Twitter created by Teresa and Nick Chinn and a team from the University of Plymouth. This is a course on digital professionalism designed to support new student nurses to develop knowledge, skills and appropriate behaviours online.

WeLearn' uses short bite sized pieces of written, audio, animated and video material presented in a logical and accessible format.

5 Relevant QAA Subject Benchmark Group(s)

The degree apprenticeship route is informed by the NMC Standards for Proficiency for Registered Nurses (NMC 2018), the Institute of Apprenticeship Standards for the Registered Nurse Degree Apprenticeship (2018) and the Quality Assurance (QAA) Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

6 Programme Structure and Assessment

Table One: RNDA - BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) - full time

Table Two: RNDA - BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) - part time

Table One: RNDA - BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) – full time

Year one Level 4	Being an accountable professional NRS410	Applied human biology across the lifespan NRS414	Communication and therapeutic relationships NRS411	Assessing healthcare needs NRS412	Planning nursing care NRS413	Providing and evaluating care NRS415 (Linked to practice)	Exit with certificate in higher education
Assessment	Coursework	Exam	Coursework Reflective account of a professional interaction.	Oral presentation	Coursework essay	Practice assessment Exam (pass/fail)	
Year two Level 5	Applied pathophysiology NRS501	Introduction to evidence informed decision making NRS502	Promoting health and preventing ill health NRS503	Co-ordinating care for complex health needs NRS505	Pharmacology and medicines optimisation NRS504	Developing nursing practice NRS506	Exit with diploma in higher education
Assessment	Exam	Exam	Presentation/coursework/peer assessment	Coursework	Scenario based essay	Practice assessment Exam (pass/fail)	

Year three Level 6	Nursing leadership, management and team working NRS601	Field specific modules ADN601 Primary Care in Adult Case study MHN601 Case study Coursework CHN601 Coursework case study	Field specific modules ADN602 Acute Adult Nursing Care Coursework MHN602 Coursework & role play CHN602 Coursework case study	Developing competence in nursing practice (field specific) ADN603 MHN603 CHN603	Developing knowledge and skills for evidence informed decision making NRS603	Transition to professional practice (field specific application) NRS602	Exit with BSc Health & Social Care Exit with BSc (Hons) and single registration (adult, child or mental health)
Assessment	Presentation	As above	As above	Pass/fail Exam Practice assessment	Structured essay	Viva	

Table Two: RNDA - BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) – part time

Level four	Year one	Being an accountable professional (compulsory year one)	Communication and therapeutic relationships	Providing and evaluating care (compulsory year one)	Academic level 4 All modules 20 credits	
	Practice placement to include assessment					
	Year two	Assessing healthcare needs	Applied human Biology Across the lifespan	Planning nursing care		
Practice placement to complete stage one hours					Exit with certificate in higher education	
Level 5	Year three	Promoting health and preventing ill health	Introduction to evidence informed decision making (compulsory year three)	Pharmacology and medicines optimisation	Developing nursing practice (compulsory year three)	Academic level 5 All modules 20 credits
	Practice placement to include assessment					
	Year four	Applied pathophysiology		Co-ordinating care for complex health needs		
Practice placement to complete stage two hours					Exit with diploma in higher education	
Level six	Year five	Nursing leadership, management and team working	Field specific module	Field specific module		Academic level 6 All modules 20 credits
	Practice placement to enable NMC 2300 hours					
	Year six	Developing knowledge and skills for evidence informed decision making		Transition to professional practice (field specific, compulsory year six)	Developing competence in nursing practice (field specific compulsory year six)	
Practice placement six to include assessment and complete 2300 NMC hours					Exit with BSc (Hons) Nursing single registration (adult health, child health or mental health)	

7 Programme Aims

The programme aims to meet the requirements of a professional education which takes account of all the relevant professional and academic benchmarks and produces an apprentice who is Fit for Practice, Fit for Purpose, Fit for Award and Fit for Professional Standing (NMC, 2018). The programme aims to develop registered nurses who:

- Are proficient, confident, safe, accountable practitioners whose practice is underpinned by a rigorous evidence and value base and who deliver high quality care to all people.
- Practise in a compassionate, respectful way, working within agreed professional, ethical and legal frameworks to maintain dignity and enhance wellbeing, communicating effectively with people of all ages.
- Act on their understanding of how lifestyles, environments and the location of care delivery influence the health and wellbeing of people of all ages.
- Use leadership skills to supervise and manage others and to contribute to planning, designing, delivering and improving future services.
- Work in partnership with other health and social care professionals, agencies, service users, carers and their families, ensuring that decisions about care are shared.

8 Programme Intended Learning Outcomes

These have been developed with reference to the NMC Professional Standards for pre-registration Nursing (NMC 2018), the Framework for Higher Education Qualifications (FHEQ)(Quality Assurance Agency, 2014) and our stakeholders to represent the complex requirements of this professional programme and ensure that they reflect the appropriate academic level of study. Furthermore the Registered Nurse Degree Apprenticeship Standards (2018 – appendix one) and Assessment Plan (appendix two) have been extensively consulted to ensure that the learning outcomes incorporate the knowledge, skills and behaviours required of an apprentice at the End Point Assessment (EPA).

8.1 Knowledge and understanding

On successful completion graduates should have developed the ability to:

1. Demonstrate fitness for purpose, practice, professional standing and the academic award in the appropriate field of nursing.
2. Appraise current theoretical perspectives on nursing practice.
3. Apply an in-depth knowledge of bio-psycho-social sciences in the context of nursing and critically apply this knowledge to the care of service users.
4. Evaluate legal and ethical frameworks as they apply to health and social care and critically appraise their application to the care of service users.
5. Evaluate the impact of current health and social care policy on the care of service users through knowledge and understanding of the mechanisms through which policy is generated.
6. Analyse and interpret relevant health promotion / education to promote wellbeing across the lifespan.
7. Synthesise knowledge and understanding of beliefs and cultural practices of individuals and groups and utilise this to promote equality, respect diversity and recognise and challenge discriminatory practice.
8. Use critical reflective processes for the advancement of nursing care delivery and continuing professional development.

8.2 Cognitive and intellectual skills

On successful completion graduates should have developed:

1. Awareness of a range of approaches to adult learning and study skills and the ability to apply these to learning situations.
2. The skills of enquiry and research to enable them to evaluate complex situations and so contribute to decision making in the planning, design, delivery and improvement of future care.
3. Significant judgment in decision-making.

8.3 Key and transferable skills

On successful completion graduates should have demonstrated:

1. A commitment to values-based behaviours consistent with the relevant professional standards.
2. Reflective practice and a lifelong commitment to continuing professional development and other academic and professional activities in order to become adaptable and flexible employees.
3. Effective strategies to manage transformational change effectively and respond to changing demands.
4. Confidence, competence and emotional resilience to consistently exercise personal responsibility and professional accountability so that they can lead, supervise and appropriately challenge other nurses and healthcare professionals in the delivery of care.
5. The ability to enhance the development of professional knowledge and safe practice of others through peer support, coaching, supervision, teaching and research.
6. The effective use of current and evolving technology to access information and manipulate text and data in support of care delivery.

8.4 Employment related skills

On successful completion graduates should have developed:

1. Their role as agents of change working in partnership with health and social care professionals and agencies, service users, carers and their families.
2. The ability to prioritize their workload to enable efficient and effective use of time and resources in pressured environments.

8.5 Practical skills

On successful completion graduates should have developed:

1. Competence in the practical skills required for registration.
2. The ability to practice with confidence in accordance with the NMC Code of Professional Conduct (2018).
3. The ability to practice individualised or group patient-centred care in a compassionate, respectful way, maintaining dignity, enhancing wellbeing and communicating effectively with people of all ages.
4. Competence to act in the best interests of people 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 and end-of-life care, appreciating the distinctiveness of all fields of nursing.
5. An awareness of the principles of transactional and transformational leadership and the ability to apply these to leadership and management in supervision of others and the delivery of health care.
6. The ability to be proactive to change in the delivery of sustainable health care.
7. Competence to safeguard the public and be responsible and accountable for safe, person-centred, evidence-based nursing practice.

9 Admissions Criteria, including RPL and DS arrangements

Applicants applying for the BSc (Hons) Nursing (Adult Health, Mental health, Child Health) via the apprenticeship route must be employed and have full agreement from their employer.

Applicants are screened using a values based recruitment process that builds upon and enhances an already robust application and selection process. The NMC has clear guidance on how the Approved Education Provider (AEI) must meet these criteria. This robust admissions process followed for all applicants is transparent, fair and equitable and takes account of the University Equality & Diversity Policy 2016, https://www.plymouth.ac.uk/uploads/production/document/path/7/7108/Equality_and_Diversity_policy_Aug_2016_v.1.1_2_.pdf All students will undertake a face-to-face interview with members of the programme team and clinical partners. Service users are involved in setting interview questions for each field.

All applicants are required to complete a literacy and numeracy test in person on the day of interview. This is to ensure that applicants have a good command of written and spoken English including reading and comprehension and evidence of capacity to develop the numeracy skills to meet the competencies required of the programme.

Apprentice selection is managed in collaboration with Academic Partnerships in order to comply with ESFA requirements (appendix three).

Applicants for the apprenticeship route should demonstrate evidence of:

- 5 GCSEs grade C or above including Maths, English and Science.
- 104-120 UCAS Tariff points – depending on field applied for, to include 64 UCAS Tariff points from 2 A Levels. General Studies is not accepted. Health or Science profile is preferred, but not essential.
- Level 2 functional skills in Mathematics and English will be considered as an alternative to GCSE Maths and English as specified by ESFA
- Apprentices not achieving mathematics GCSE at grade C on application may be offered a free online mathematics support package and an examination equivalent to C grade GCSE to enable the achievement of appropriate entry requirements prior to commencing the programme. This examination is offered twice during the recruitment cycle to all eligible applicants. Successful applicants will still need to complete functional skills level 2 prior to the EPA in order to meet ESFA requirements.
- The NMC accept an IELTS Academic examination certificate that confirms you achieved:
 - an overall score of at least 7
 - at least 6.5 in the writing, reading, listening and speaking sections.
- Evidence of academic study within the last 5 years

Other qualifications will be considered including:

- BTEC in a science or health-related subject.
- Access to Higher Education Diploma with 33 Level 3 credits at Merit and/or Distinction including 15 level 3 credits in Science or Social sciences
- Extended Science Foundation Degree
- Other relevant non-traditional criteria are considered on an individual basis.

9.1 Recognition of Prior Learning (RPL)

Apprentices are likely to be experienced Health Care Support Workers/Assistant Practitioners/Nursing Associates who already hold a range of professional and academic qualifications. SNAM has a well-established RPL process which enables learners to be credited for their prior learning and enter the programme up to the 18-month point in level five. Our streamlined RPL process includes accreditation for Foundation Degree, Nursing Associates and Assistant Practitioners and includes recognition for clinical practice as well as academic achievement. RPL is facilitated by close collaboration with our partner colleges who deliver the FdSc Healthcare Practice (Nursing Associate) and FdSc Assistant Practitioner: Health and Social Care exit awards. RPL is commensurate with the level of exit awards an applicant has achieved and the level of mapping between the existing award and the learning outcomes of this award.

9.2 Health and Enhanced Disclosures

Offers are subject to Occupational Health clearance and Enhanced Disclosure and Barring Service (DBS). If following an unsatisfactory Occupational Health assessment or the apprentice reveals a change in health circumstance through the annual declaration, the RNDA Programme Lead will review the case to determine whether continuation on the programme remains appropriate. Failure to meet DBS disclosure will result in the offer being withdrawn.

In addition to references, Occupational Health screening and DBS checks, apprentices will be required to complete a self-declaration form annually regarding any change in their circumstances since enrolment. If DBS checks or the apprentice annual declaration reveal a positive criminal conviction, the Programme Leader will seek advice from the Faculty Professional Issues Committee.

9.3 Disability Service

The programme is designed to ensure an equitable experience for learners with disabilities. We work collegiately with expert colleagues in Disability Services to ensure applicants receive timely advice on the support available. This is particularly important for a programme that has a professional element and requirements for practice.

Apprentices can declare a support requirement or disability – via the Disclosure for applicants' pages

https://www.plymouth.ac.uk/uploads/.../Admissions_Self_Disclosure_Form_2018.doc

If an applicant declares a disability, an assessment is undertaken to confirm that the candidate is able to meet the learning outcomes of the programme and to identify the support requirements and adjustments.

Where a defined package of support is required, SNAM can access learning needs funding for apprentices. This can be claimed up to the learning end-date. Learning support is claimed by the University of Plymouth to meet the costs of putting in place a reasonable adjustment as part of the Equality Act 2010. In order to do this there is a requirement to:

- Carry out a thorough assessment to identify the support the apprentice needs
- Deliver support to meet the apprentice's identified needs, and review progress and continuing needs, as appropriate
- Record all outcomes in the evidence pack and keep evidence of the assessment of the needs
- Record in the ILP (Individualised Learner Plan – appendix four, five, six) and inform to ESFA (Education & Skills Funding Agency).

10 Progression criteria for Final and Intermediate Awards

Apprentices will progress through the programme in line with the University academic framework and the conditions set by the NMC Standards for pre-registration nursing. Robust fitness to practise (appendix four) and academic measures are in place to act promptly to concerns raised regarding an apprentice's conduct or progress, or where safety or learning is compromised. At the end of the period of study the Subject and Award Assessment Boards will review the apprentices' academic and practice achievements in the given period and determine progression to the next stage of the programme. Both the University and programme-specific regulations determine the criteria for progression. The NMC require that all elements of one part of the programme must be achieved and confirmed within 12 weeks of the next part of the programme are adhered to. Progression points will apply to the BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) pre-registration nursing programme at the end of level four and at the end of level five study. Apprentices who do not achieve all the outcomes for that part of the programme at the end of the 12 week period will either be required to retake the outstanding elements or be withdrawn.

Apprentices awarded the BSc (Hons) Nursing (Adult Health), BSc (Hons) Nursing (Mental Health) or BSc (Hons) Nursing (Child Health) are eligible to undertake the EPA (appendix one and two). The EPA is triggered by the employer when they judge that gateway requirements have been met (Degree in Nursing approved by the NMC and functional skills level 2 English & Maths – note functional skills level 2 Maths and English is the minimum entry requirement set by the University of Plymouth, apprentices will have therefore met this element of the gateway prior to commencing the programme), and after determining the readiness of the apprentice. The employer will select an End Point Assessment Organisation from the ESFA's Register of Apprentice Assessment Organisations. The independent assessor must

not have been involved in any on-programme training, development or on-programme review/assessment of the apprentice.

Apprentices who have interrupted the programme are eligible to resume the programme provided that this allows for completion within a six-year period from date of commencement. In addition to current interruption documentation all ESFA documentation will be updated to reflect the changes that have been agreed and funding will be suspended. If there are additional costs associated with the apprentice returning or extending the programme (for example due to academic regulations) this will need to be agreed with the employer as this cannot be funded from the apprenticeship levy. If the employer is not willing to support and fund the apprentice to retake referred modules the apprentice will have to exit the programme. This will be recorded as a non-achiever/early leaver. The apprentice will have the opportunity to continue with their studies if they self-fund.

At the end of the programme, the Award Assessment Board will ensure that all elements of the programme have been passed and achieved. This will include all theory and practice elements (including assessor confirmation), confirmation of practice hours, good health and character. Designated members of staff who are Registered Nurses responsible for directing the educational programmes will confirm to the NMC the apprentices good health and good character based on their self-declaration completed for registration. These individuals have been identified to the NMC.

Students are advised that they have five years to register with the NMC, furthermore if there is a delay of six months before registering with the NMC they will be required to provide a reference from a registered nurse. This supporting declaration must be signed by someone who is already registered in the same part or sub-part of the register as the applicant, must have known the applicant for at least one year, been in contact with the applicant during the preceding six months and be able to confirm the applicants declaration.

Apprentices enrolling on the BSc (Hons) Nursing (Adult Health, Mental Health, Child Health) degree via the full time route will complete the standard three-year programme 2,300 theory and 2,300 practice hours minus any agreed RPL. Apprentices who successfully complete level four of the programme and wish to step off are awarded a Certificate of Higher Education, apprentices successfully completing level five of the programme who wish to step off are awarded a Diploma of Higher Education. Apprentices who complete all academic components of the programme but do not succeed in the final practice element may be awarded a BSc Health and Social Care, however they will not be eligible for registration with NMC and will not be able to undertake the Degree Apprenticeship EPA (appendix 2). Part time apprentices will receive exit awards pertinent to their level of study at time of exit.

10.1 Fitness to Practise

The University and the employer have a responsibility to ensure that apprentices are fit to practise and must adhere to regulatory advice provided by the NMC. Apprentice handbooks and the professional body websites provide information about the standards of behaviour expected. It is the apprentice's responsibility to familiarise him/herself with the provisions and requirements of the relevant professional bodies. Any apprentice departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practise procedure of the Faculty of Health and Human Sciences.

If an apprentice is being investigated as part of the formal fitness to practise procedure the Deputy Head of School (DHoS), RNDA Programme Lead or nominee will notify the employer. The DHoS, RNDA Programme Lead (or nominee) will also advise the employer in writing of the outcome of any such formal fitness to practise hearing.

Committee membership of the formal stage three Fitness to Practise procedure includes representation from a Manager from an employing authority not previously involved in the case being investigated, therefore if an apprentice is being investigated at stage three the chair will ensure that employer representation is not from the apprentice's employing organisation (Appendix four).

11 Non Standard Regulations

The following non-standard regulations are approved for this programme:

1. All elements and components of assessment within the programme must be achieved, with a minimum of 40% for all percentage-weighted assessments.
2. Medication calculation formal examinations are assessed as Pass/Fail, due to the NMC requirement to pass this assessment at 100% by the end of the programme.
3. There is no compensation within or across modules.
4. Successful completion of the programme is defined as the achievement of both theory and practice elements, and the completion of the minimum required number of hours: 2300 theory and 2300 practice hours.
5. Where a student has been referred in a placement, they are permitted one opportunity to retrieve the placement on a subsequent occasion, in another setting and at a time to be agreed with the placement area and programme lead.

6. Students are required to pass each level of practice education before moving onto the next level of practice education.
7. Recommencement of a practice placement may need to begin before the Award Board is scheduled to enable students the opportunity to progress to the next level of placement.
8. An Aegrotat award of BSc (Hons) Nursing is not permitted as this is a registerable qualification with the NMC; other aegrotat awards may be considered.
9. The following exit awards are permitted:

Level/credits:	Award:
Less than 120 credits at level 4	Transcript of academic achievement for Credit Accumulation Transfer Scheme (CAT)
120 Credits at Level 4	Certificate of Higher Education
120 Credits at Level 4 plus 120 Credits at Level 5	Diploma of Higher Education
120 Credits at Level 4 plus 120 Credits at Level 5 plus 80 or more credits at Level 6	BSc Health and Social Care

12 Transitional Arrangements

All apprentices on the current BSc (Hons) Nursing programme via the apprenticeship route will be informed of changes resulting from programme re-approval. The new programme will be implemented for level 4 and level five simultaneously from Sept 2019 and rolled out on a year by year basis thereafter. Current programme modules are mapped to new modules to enable returning/repeating learners to transition to the new programme (Refer to section 13).

This programme has progression points at the end of level four and level five where apprentices can be awarded a certificate or diploma in Health Studies commensurate with their completed learning. Credits achieved by a learner undertaking this programme can be used, should they wish or need to continue studies at another institute.

After the Award Assessment Board for the programme has met in July 2019, there may be a minority of apprentices who have interrupted their studies for a variety of reasons and are still registered on nursing programmes approved 2011. After September 2019, level four and five of the existing programme will no longer be offered therefore transparent transition arrangements have been put in place for this

group of learners. Each interrupting apprentice will be seen by the RNDA programme lead or nominee, employer and Academic Partnership Employer Liaison Team and current progress mapped against new modules (refer to section 13). Any additional programme needs will thus be identified. All learners will have access to the resources from current modules held on the DLE to enable apprentices to review their learning. Study time is allocated prior to each programme year and apprentices will be advised that they should use this time to review their learning to prepare for transition to the new programme. Apprentices will be required to utilise time at level five or level six allocated to skills or study to undertake additional practice hours if they are recorded as having reduced practice hours.

13. Mapping

Mapping of current level four and level five modules against proposed modules.

Proposed modules	Existing modules
<p>NRS 410 Being an accountable professional Module learning outcomes</p>	
<p>Demonstrate a broad understanding of the professional values and standards required for nursing practice</p>	<p>NRS404 Professional Issues and clinical risk Identify and describe core ethical and legal principles in relation to nursing. Recognise how accountability and responsibility underpin safe nursing practice Explore the notion of risk and describe how it applies to nursing practice Identify how appropriate professional behaviour is intrinsic to nursing practice</p>
<p>Identify and apply methods to gather information from a variety of authoritative sources to inform nursing theory and practice</p>	<p>NRS403 Employ an evidence based approach to learning in nursing theory and nursing practice Recognise their own preferred learning style and how different teaching and learning strategies will enable them to develop successful study skills</p>
<p>Select and use a variety of electronic platforms to support learning and development, engaging with digital professionalism</p>	<p>NRS403 Select and use a variety of e – learning platforms and social media to support learning and development in engaging with digital professionalism</p>

<p>NRS 411 Communication and therapeutic relationships Module learning outcomes</p>			
<p>Identify principles and concepts of communication in the delivery of health and social care, demonstrating awareness of barriers and boundaries and ethical issues</p>	<p>MHN 401 Describe and demonstrate the principles and importance of communication in the delivery of health and social care demonstrating awareness of barriers and boundaries</p>	<p>CHN404 Demonstrate consideration of communication strategies to enhance therapeutic relationships.</p>	<p>NRS402 Consider aspects of client/patient participation/autonomy in their own healthcare situation. Identify issues to do with a person's dignity within healthcare setting Describe understanding of safe nursing practice. Recognise aspects of inter-professional teamwork.</p>
<p>Demonstrate a broad understanding of the effective application of a range of basic interpersonal skills</p>	<p>MHN 401 Describe and demonstrate effective application of a range of basic interpersonal skills Identify types of engagement skills</p>	<p>CHN404 Demonstrate consideration of communication strategies to enhance therapeutic relationships.</p>	<p>NRS406 Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record.</p>
<p>Discuss and reflect on therapeutic engagement with individuals, carers and/or families identifying and discussing the strengths and weaknesses of underlying theoretical frameworks and ethical principles.</p>	<p>MHN 401 Evaluate the efficacy of their interpersonal skills Describe and demonstrate therapeutic engagement with clients, carers and families</p>	<p>CHN404 Demonstrate consideration of communication strategies to enhance therapeutic relationships.</p>	<p>ADN404 Consider aspects of client/patient participation/autonomy in their own healthcare situation.</p>

<p>NRS 412 Assessing healthcare needs Module learning outcomes</p>			
<p>Identify, recognise and interpret signs of changing health</p>	<p>MHN402 Identify, recognise and interpret signs of mental and physical wellbeing across the lifespan</p>	<p>CHN404 Identify and recognise the consequences of determinants of health related behaviour of individuals and societal groups and their relevance for health professionals.</p>	<p>ADN401 Identify theories, including the biopsychosocial approach, underpinning the concept of health as applied in Adult nursing.</p>
<p>Demonstrate an understanding of biopsychosocial healthcare assessment</p>	<p>MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities</p>	<p>CHN404 Understand fundamental concepts from psychology and sociology and relate these to the health and health care of children, young people and others.</p>	<p>ADN401 Discuss a nursing approach to assessing, planning, implementing and evaluating the health care needs of adults.</p>
<p>Demonstrate a broad understanding of the wider determinants of health in individuals, communities and populations</p>	<p>MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities</p>	<p>CHN404 Understand fundamental concepts from psychology and sociology and relate these to the health and health care of children, young people and others.</p>	<p>ADN401 identify the determinants of health and well-being for individuals, communities and populations.</p>

<p>NRS 413 Planning nursing care Module learning outcomes</p>			
<p>Utilise a structured problem solving approach in planning the delivery of evidenced based person centred nursing care</p>	<p>MHN402 Discuss the delivery of collaborative, person centred care across the lifespan</p>	<p>CHN403 Contribute to meeting the core health needs of children and young people by using a range of therapeutic interventions</p>	<p>ADN402 Use a structured problem solving approach to explore client/patient care in community or hospital settings</p>
<p>Demonstrate a broad understanding of the legal and ethical principles relating to safe and effective care planning</p>	<p>MHN402 Demonstrate an understanding of protective legislation for vulnerable people across the lifespan NRS404 Identify and describe core ethical and legal principles in relation to nursing</p>	<p>CHN401 Recognise the rights of individuals and families to be involved in decisions about their health and social care NRS404 Identify and describe core ethical and legal principles in relation to nursing</p>	<p>NRS404 Identify and describe core ethical and legal principles in relation to nursing</p>
<p>Explore patient participation/autonomy within the framework of family/person centred care</p>	<p>MHN402 Discuss the delivery of collaborative, person centred care across the lifespan</p>	<p>CHN401 Demonstrate an understanding of the needs of children, young people and their families in the context of contemporary health care CHN401 Recognise the rights of individuals and families to be involved in decisions about their health and social care</p>	<p>ADN402 Consider aspects of client/patient participation/autonomy in their own healthcare situation.</p>

NRS 414 Applied human biology across the lifespan Module learning outcomes		
Demonstrate a broad understanding of the basic structure of major human body systems	NRS405 (adult & mental health) Define the basic structure of major human body systems Describe the function of these body systems	CHN402 Discuss the needs of the child and family when caring for a child utilising evidence-based care
Understand the development of major human body systems from infant to adult	Define the basic structure of major human body systems Describe the function of these body systems	CHN402 Discuss the needs of the child and family when caring for a child utilising evidence-based care.
Demonstrate a broad understanding of the major control mechanisms used by the body to maintain homeostasis	Describe control mechanisms used by the body to maintain homeostasis Understand how fundamental nursing activities relate to these body systems	CHN401 Demonstrate an understanding of the needs of children, young people and their families in the context of contemporary health care

NRS 415 Providing and evaluating care Module learning outcomes		
Meet the Nursing and Midwifery Council standards of proficiency (platforms and annexes) as outlined in their practice assessment document. Commensurate with their level of study (level 4)	NRS 406 (adult and mental health) Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record.	CHN403 Contribute to meeting the core health needs of children and young people by using a range of therapeutic interventions Achieve competence in those nursing skills identified in the practice portfolio
Demonstrate broad knowledge and understanding of the knowledge base related to the practical skills introduced in simulated practice	Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record. Outline the role of assessment in healthcare practice Contribute to meeting the core health needs of patient/client/user by using a range of therapeutic interventions	Achieve competence in those nursing skills identified in the practice portfolio Describe the importance of infection control & prevention in health care practice

	Respond appropriately to emergency situations Describe the importance of infection control and prevention in health care practice.	
Demonstrate effective medication calculation skills	Demonstrate competence in those nursing skills and attributes identified in the on-going achievement record.	Demonstrate numeracy and related skills in the safe administration of medicines to children and young people

Year two (level 5)

NRS 501 Applied pathophysiology Module learning outcomes			
Demonstrate detailed knowledge and understanding of pathophysiological processes	MHN402 Develop knowledge of signs, symptoms and aetiology of a range of mental health problems including psychosis, affective disorders, anxiety and sleep problems.	CHN201 Discuss the principles of safe and effective practice in the acute hospital setting	ADN203 Demonstrate a detailed knowledge of the biological basis of specific conditions
Synthesize information to be able to determine the required nursing assessment/interventions for altered physiology	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN203 Discuss the pathophysiological, developmental and environmental effects in relation to a child with long term health needs.	ADN203 Analyse a range of information related to pathophysiology, pharmacology and associated therapies within the context of adult nursing.
Explore the impact of psychosocial factors on health outcomes	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN404 Understand fundamental concepts from psychology and sociology and relate these to the health and health care of children, young people and others.	ADN203 Examine contemporary issues related to the pathophysiology and pharmacological/ therapeutic management of identified conditions

NRS 502 Introduction to evidence informed decision making Module learning outcomes	NRS204 all fields. Introduction to evidence informed decision making
Demonstrate a sound understanding of the concept and process of EIDM	Demonstrate a sound understanding of the concept and process of EIDM
Demonstrate detailed knowledge of how to search and retrieve appropriate research-based evidence	Demonstrate detailed knowledge of how to search and retrieve appropriate research-based evidence
Identify the key features and methods associated with RCTs, survey designs and qualitative research	Identify the key features and methods associated with RCTs, survey designs and qualitative research
Identify sources of bias in RCTs, survey designs and qualitative research	Identify sources of bias in RCTs, survey designs and qualitative research

NRS 503 Promoting health and preventing ill health Module learning outcomes			
Drawing on global, national and local data, demonstrate a critical awareness and understanding of contemporary public health issues within a policy context.	MHN402 Demonstrate a critical awareness of the key socio-economic, ethical, professional and clinical themes arising from mental health and social care policy and practice.	CHN402 Recognise the needs of the child and family requiring primary intervention. Utilise and evaluate health promotion strategies related to the child and family in the community setting	ADN205 Using appropriate data demonstrate the impact that a health condition can have upon society, policy, health services, the population and individuals.

Analyse the social, economic, political and ecological challenges in implementing public health initiatives at an international, national and local level	MHN202 Identify current policy imperatives and legislation which impact upon mental health and social care delivery.	CHN402 Recognise the needs of the child and family requiring primary intervention	ADN205 Analyse how nurses use health promotion theory in practice to enhance the health and wellbeing of a particular population group and individuals
Demonstrate detailed understanding of the wider determinants of health that may lead to inequalities in health outcomes	MHN402 Discuss and explore the biological, physiological and social needs of individuals and communities	CHN404 Identify and recognise the consequences of determinants of health related behaviour of individuals and societal groups and their relevance for health professionals.	ADN205 Critically explore how the wider determinants of health impact upon local health inequalities and predisposition to disease.
Provide an analysis of the principles of health promotion, protection and improvement of the principles of health promotion, protection and improvement	MHN202 Demonstrate a critical awareness of the key socio-economic, ethical, professional and clinical themes arising from mental health and social care policy and practice	CHN402 Utilise and evaluate health promotion strategies related to the child and family in the community setting	ADN205 Analyse how nurses use health promotion theory in practice to enhance the health and wellbeing of a particular population group and individuals

NRS 504 Pharmacology and medicines optimisation Module learning outcomes			
Describe the general principles of drug action, pharmacokinetics and pharmacodynamics.	MHN206 Introduce and examine pharmacological interventions for a range of mental health problems including psychosis, affective disorders, anxiety and sleep problems.	CHN205 Evaluate the principles of pharmacokinetics and pharmacodynamics	ADN203 Discuss the pharmacological/therapeutic management of specific conditions

<p>Apply knowledge of pharmacology to medicines encountered in practice.</p>	<p>MHN206 Introduce and examine pharmacological interventions for a range of mental health problems including psychosis, affective disorders, anxiety and sleep problems.</p>	<p>CHN205 Analyse the effects and side effects of drugs on children and young peoples' development and pathophysiology including drug interactions</p>	<p>ADN202 Demonstrate an understanding of medicines management in relation to patient/client care</p>
<p>Recognise responses to administered medications including therapeutic and adverse effects;</p>	<p>MHN206 Develop competence in comprehensive assessment of a client including mental health, relevant lifestyle factors, attitudes towards treatment and health, side effects and barriers to adherence.</p>	<p>CHN205 Analyse the effects and side effects of drugs on children and young peoples' development and pathophysiology including drug interactions</p>	<p>ADN203 Analyse a range of information related to pathophysiology, pharmacology and associated therapies within the context of adult nursing.</p>
<p>Explore ways of working collaboratively with patients and service users with particular reference to informed choice in client decision making and supporting adherence.</p>	<p>MHN206 Explore ways of working collaboratively with service users with particular reference to informed choice in client decision making and supporting adherence. MHN207 Demonstrate an understanding the patient's attitude to a range of mental health treatments.</p>	<p>CHN205 Discuss the nurse's role in the safe prescription and administration of medicines for children and young people.</p>	<p>ADN201 Critically analyse the concept of consumer involvement in health care.</p>

<p>NRS 505 Co-ordinating care for complex health needs Module learning outcomes</p>			
<p>Identify and analyse current policy imperatives which impact upon health and social care delivery.</p>	<p>MHN202 Identify and analyse current policy imperatives which impact upon health and social care delivery.</p>	<p>CHN203 Examine the holistic health needs of children with long term care</p>	<p>ADN 205 Using appropriate data demonstrate the impact that a health condition can have upon society, policy, health services, the population and individuals.</p>
<p>Explore and analyse the principles of partnership, collaboration and interagency working</p>	<p>MHN206 Explore ways of working collaboratively with service users with particular reference to informed choice in client decision making and supporting adherence.</p>	<p>CHN203 Evaluate a range of strategies, resources and support mechanisms used in caring for the child and their family to maximise wellbeing and development.</p>	<p>ADN201 Critically examine multidisciplinary team, inter-professional and intra-professional working in health and social care.</p>
<p>Demonstrate detailed understanding of care coordination for complex needs</p>	<p>MHN202 Discuss the importance of collaborative and recovery focused evidence based practice MHN207 Demonstrate detailed knowledge and understanding of established concepts of mental health and mental illness, diagnostic category systems and the principles of a biopsychosocial understanding of mental health analysing a range of</p>	<p>CHN203 Analyse the potential effects on the family of living with a child who has long term health needs</p>	<p>ADN201 Critically examine multidisciplinary team, inter-professional and intra-professional working in health and social care.</p>

	information and theoretical models.		
Demonstrate detailed knowledge of legislation pertinent to care co-ordination	MHN202 Identify current policy imperatives and legislation which impact upon mental health and social care delivery.	CHN203 Evaluate a range of strategies, resources and support mechanisms used in caring for the child and their family to maximise wellbeing and development.	ADN201 Critically examine multidisciplinary team, inter-professional and intra-professional working in health and social care.

NRS506 Developing nursing practice Module learning outcomes			
Meet the Nursing and Midwifery Council standards of proficiency (platforms and annexes) as outlined in their practice assessment document. Commensurate with their level of study (level 5)	MHN205 Implement and evaluate effective communication in a range of situations. Articulate decision making and problem solving skills. Work in a collaborative, recovery focused way	CHN202 Demonstrate application of appropriate communication skills within a variety of situations. Discuss the professional issues inherent in care delivery.	ADN204 Demonstrate the use of effective communication skills within a variety of clinical settings Rehearse and competently perform a range of clinical skills. Employ effective infection prevention and control techniques. Identify indicators of patient deterioration and take appropriate actions
Demonstrate broad knowledge and understanding of the knowledge base related to the practical skills introduced in simulated practice	MHN205 Demonstrate competence in those nursing skills and attributes identified in the practice portfolio.	CHN202 Demonstrate a range of nursing skills safely and competently, within a supported environment.	ADN204 Demonstrate competence in those nursing skills and attributes identified in the practice portfolio.

Demonstrate effective medication calculation skills	MHN205 Demonstrate competence in a range of interventions to work effectively with clients' needs.	CHN202 Achieve competence in those nursing skills identified in the practice portfolio Demonstrate effective team working	ADN204 Safely administer medicines and demonstrate effective medicines management.
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Year 3 level 6

NRS601 Nursing leadership, management and team working Module learning outcomes	
<p>Critically analyse theories and principles of effective leadership and management and their application to team working and decision making</p> <p>Critically discuss the role of clinical governance in health care service delivery</p> <p>Demonstrate a systematic understanding of principles of change management.</p>	<p>NRS301 All fields Critically analyse the use and effectiveness of different management and leadership theories in achieving clinical and personal objectives.</p> <p>Evaluate provision of care through the utilization of quality frameworks and clinical governance to enhance service delivery.</p> <p>Analyse approaches to the management of change within practice to enable positive response to professional and political initiatives.</p>
NRS603 Developing Knowledge & Skills for Evidence-Informed Decision Making Module learning outcomes	
<p>Identify and formulate clinical questions derived from practice-based topics using appropriate frameworks</p> <p>Develop an effective search strategy to identify and retrieve appropriate research-based evidence.</p>	<p>NRS302 All fields</p> <p>Identify and formulate clinical questions derived from practice-based topics using appropriate frameworks.</p> <p>Develop an effective search strategy to identify and retrieve appropriate research-based evidence.</p> <p>Critically evaluate a body of research-based evidence using appropriate critical appraisal tools and draw conclusions from the review.</p>

<p>Critically evaluate a body of research-based evidence using appropriate critical appraisal tools and draw conclusions from the review</p> <p>Develop materials and present workplace-related implications relevant to the conclusions drawn from the review.</p>	<p>Develop materials and present workplace-related implications relevant to the conclusions drawn from the review</p>
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<p>NRS602 Transition to Professional Practice</p>	<p>Insufficient RPL applicable module learning will be supported tutorial support</p>
<p>ADN, MHN, CHN 603 Developing competence in nursing practice</p>	<p>Final sign off practice module No RPL applicable</p>
<p>ADN601 Primary Care in Adult Nursing Module learning outcomes</p>	<p>No RPL applicable module learning at this level transition will be supported tutorial support</p>
<p>ADN602 Acute Adult Nursing Care</p>	<p>No RPL applicable module learning at this level transition will be supported tutorial support</p>
<p>MHN601 Lived experience</p>	<p>No RPL applicable module learning at this level transition will be supported tutorial support</p>
<p>MHN602 Psychosocial interventions to meet complex mental health needs Module learning outcomes</p>	
<p>Demonstrate confidence and flexibility in identifying and formulating complex problems and appropriate solutions alongside a critical analysis of related concepts</p> <p>Demonstrate a range of psychological, psychosocial and other complex therapeutic skills;</p> <p>Critically appraise the evidence for the use of psychosocial interventions for people with serious mental health problems or complex needs.</p>	<p>MHN 602 Demonstrate confidence and flexibility in identifying and formulating complex problems and appropriate solutions alongside a critical analysis of related concepts</p> <p>Demonstrate a range of psychological, psychosocial and other complex therapeutic skills;</p> <p>Critically appraise the evidence for the use of psychosocial interventions for people with serious mental health problems or complex needs.</p>

<p>Demonstrate and reflect upon communication skills that enable psychosocial education, problem- solving and other interventions which promote recovery and help vulnerable people manage their lives</p>	<p>Demonstrate and reflect upon communication skills that enable psychosocial education, problem- solving and other interventions which promote recovery and help vulnerable people manage their lives.</p>
<p>CHN601 Care of the highly dependent child Module learning outcomes</p>	
<p>Recognise and respond to the seriously ill child and identify and prioritise their nursing care needs.</p> <p>Critically analyse and evaluate appropriate evidence including pathophysiology and apply this to the assessment and care of the seriously ill child/young person.</p> <p>Demonstrates confidence and flexibility when responding to the changing needs of critically ill children/young people and their family/carers.</p> <p>Evaluate the role of the multidisciplinary team in the care of the critically ill child</p>	<p>CHN303 Recognise the seriously ill child and identify and prioritise their nursing care needs.</p> <p>Critically analyse and evaluate appropriate evidence including pathophysiology and apply this to the assessment and care of the seriously ill child/young person.</p> <p>Respond appropriately to the changing needs of critically ill children/young people and their family/carers.</p> <p>Evaluate the role of the multidisciplinary team in the care of the critically ill child</p>
<p>CHN602 Care of the child and family in the Community Module learning outcomes</p>	<p>No RPL applicable module learning at this level transition will be supported tutorial support</p>
<p>Critically examine the holistic health needs of the child in the community taking into account the wider determinants of health</p> <p>Critically evaluate the skills required by the nurse to engage and involve children/young people and their families in decisions, planning and implementation in the community.</p> <p>Critically analyse the skills required to coordinate assessment and care delivery in a multidisciplinary and multi- agency setting in the community</p>	<p>CHN301 Demonstrate a critical awareness and understanding of public health issues for child health and the broader healthcare arena. Critically analyse the political factors that impinge on the provision of child healthcare services on a local, national and international basis.</p> <p>Assess the need to work in partnership with individuals, families and communities together with relevant healthcare professionals.</p>

Mapping Programme Specification Mapping: module contribution to the meeting of Award Learning Outcomes

Module Code	Award Learning Outcomes																												Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
	8.1 Knowledge & understanding								8.2 Cognitive & intellectual skills				8.3 Key & transferable skills						8.4 Employment related skills				8.5 Practical skills						
	1	2	3	4	5	6	7	8	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	
Level 4																													
NRS410	X							X	X									X											
NRS411		X					X					X	X									X							
NRS412		X					X															X							

Mapping of modules to NMC 2018 standards

Level 4	
Being an accountable professional	Being an accountable professional 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9
Communication & Therapeutic relationships	Being an accountable professional 1.11, Promoting health and preventing ill health 2.8
Applied human biology across the lifespan	Promoting health and preventing ill health 2.2 Assessing needs and planning care 3.1, 3.2
Assessing healthcare needs	Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10.
Planning nursing care	Assessing needs and planning care 3.15, 3.16, 3.9 Providing and evaluating care 4.1, 4.2, , 4.4, Providing and evaluating care 4.9, 4.10, 4.11, Coordinating care 7.1
Providing and evaluating care	Being an accountable professional 1.12, 1.144, 1.16, 1.19, 1.20 Promoting health and preventing ill health 2.9, 2.10 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10. 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.7, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5
Level 5	
Pharmacology and medicines optimisation	Assessing needs and planning care 3.2 Providing and evaluating care 4.5, 4.14, 4.15, 4.16, 4.17, 4.18
Promoting health and preventing ill health	Promoting health and preventing ill health 2.1, 2.2, 2.3, 2.4,2.5, 2.6, 2.7. 2.11, 2.12 Coordinating care7.2, 7.3, 7.4
Developing nursing practice	Being an accountable professional 1.12, 1.14, 1.16, 1.19, 1.20 2.9, 2.10 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9. 3.10. 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.13, 4.18 Improving safety and quality of care 6.3, 6.5 Leading and managing nursing care and working in teams 5.4, 5.6, 5.7, 5.9, 5.10, 5.11 Coordinating care 7.10. 7.11

Applied pathophysiology	Promoting health and preventing ill health 2.2, 2.11, 2.12 Assessing needs and planning care 3.11, 3.12, 3.13 Providing and evaluating care 4.10
Introduction to evidence informed decision making	Being an accountable professional 1.7, 1.8
Co-ordinating care for complex health needs	Assessing needs and planning care 3.13, 3.14, 3.15, 3.16 Coordinating care 7.1, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10
Level 6	
Nursing leadership, management and team working	Being an accountable professional 1.10,1.13, 1.18 Leading and managing nursing care and working in teams 5.1, 5.2, 5.3, 5.4, 5.12 Improving safety and quality of care 6.1, 6.2 ,6.4, 6.8, 6.10, 6.12
Transition to professional practice	Improving safety and quality of care 6.7, 6.9, 6.11 Coordinating care7.1, 7.12, 7.13,
Developing knowledge and skills for evidence informed decision making	Improving safety and quality of care 6.4, 6.7 Being an accountable professional 1.7, 1.8
Field specific	Field specific modules will integrate and apply the seven platforms to the students fields of practice Being an accountable professional Promoting health and preventing ill health Assessing needs and planning care Providing and evaluating care Leading and managing nursing care and working in teams Improving safety and quality of care Coordinating care
Developing competence in nursing practice	Being an accountable professional 1.12, 1.14, 1.16, 1.19,1.20 Promoting health and preventing ill health 2.9,2.10 Assessing needs and planning care 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11 ,3.12, 3.15, 3.16 Providing and evaluating care 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, Improving safety and quality of care 6.3, 6.

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Appendices

Appendix 1: Degree Apprenticeship Registered Nurse Standard

Appendix 2: End-point assessment plan for Registered Nurse Non
Integrated Degree apprenticeship standard

Appendix 3: Degree Apprenticeship Route - Application Process – Flowchart

Appendix 4: Fitness to Practise Procedure: Degree apprenticeship route – BSc
(Hons) Nursing (Adult Health, Mental Health, (Child Health))

Appendix 1: Degree Apprenticeship Registered Nurse Standard

: <https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-nmc-2018/>

Appendix 2: End-point assessment plan for Registered Nurse Non Integrated Degree apprenticeship standard

https://www.instituteforapprenticeships.org/media/2620/st0781_registered_nurse_l6_for-publication-07022019.pdf

Appendix 3 Application Process – 2019

Registered Nurse Degree Apprenticeship Route – BSc (Hons) Nursing (Adult Health, Mental Health, Child Health)

- Academic Partnership Team (APT) /Registered Nurse Degree Apprenticeship (RNDA) Lead liaises with interested employers
- Employers advertise Apprenticeship and advises potential applicants of entry criteria for level 6 study www.plymouth.ac.uk/study/apprenticeships/degree-apprenticeship-bsc-hons-nursing
- [Employer downloads Application Form from website and forwards to potential applicants](#)



- Applicants completes Application Form and returns to Employer with relevant copies of qualifications
- Employer submits Application form, including Personal Statement, Employer and Academic references and relevant copies of qualifications to apprenticeships@plymouth.ac.uk



- APT assess application form against agreed criteria
- Skills Scan completed



- Incomplete**
- APT requests further information from Employer/Applicant



- Complete**
- Application form sent to Registered Nurse Degree Apprentice Lead for Review



- Applicant meets criteria:**
- APT forwards approved application forms to Central Admissions (CA)
 - CA manually upload details to unit-e
 - CA arrange interviews and enter details in eventrok – salesforce.
 - RNDA Lead to facilitate interviews based on current faculty processes and inform APT/CA of decision

- Applicant doesn't meet criteria:**
- RNDA lead to advise applicant and Employer
 - Academic Partnership team



- Successful Applicants:**
- APT:**
- Send communication to the employer & apprentice with acceptance decision and advises CA.
 - Send Pro-forma outlining our expectations and request for information
 - Send communication to apprentice re on-line diagnostic test
 - Arrange sign up appointment with the employer and apprentice
 - Prepare document pack in readiness for sign up
 - AP Manager to complete contractual arrangements with employer
 - AP Admin to copy documents to share-point
 - AP Admin enter Apprenticeship information onto ILR & upload to the Hub
 - AP Admin to update required spreadsheets i.e. finance, review etc.
 - Advise Employer/candidate of start date and programme information
 - Reviews completed on-line diagnostic tests
- CA:**
- Complete DBS, Occupational Health and Overseas evidence if required
 - Admission tutor informed

- Unsuccessful Applicants:**
- RNDA lead to advise CA & APT
 - RNDA to advise applicant & Employer of outcome
 - RDN to advise admission tutor

