



**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)**

(Apprenticeship Route)

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

2022/23 Academic Year

Date of approval: 16/7/19
Date of implementation: Sep 2019
Year of first award: 2021

Internal Programme Code	Award Title	Site	Mode of Study
6703	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route	Plymouth	FT
6705	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route	Cornwall	FT
6707	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route	Exeter	FT
6709	BSc (Hons) Nursing (Child Health) - degree apprenticeship route	Plymouth	FT
6711	BSc (Hons) Nursing (Mental Health) - degree apprenticeship route	Plymouth	FT
6716	BSc (Hons) Nursing (Mental Health) - degree apprenticeship route	Cornwall	FT
6718	BSc (Hons) Nursing (Mental Health) - degree apprenticeship route	Exeter	FT
7266	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route (4 yr P/T)	Plymouth	PT
7267	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route (4 yr P/T)	Exeter	PT
7268	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route (4 yr P/T)	Cornwall	PT
7269	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route (4 yr P/T 50% RPL)	Plymouth	PT
7270	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route (4 yr P/T 50% RPL)	Exeter	PT
7271	BSc (Hons) Nursing (Adult Health) - degree apprenticeship route (4 yr P/T 50% RPL)	Cornwall	PT
7272	BSc (Hons) Nursing (Mental Health) - degree apprenticeship route (4 yr P/T)	Exeter	PT
7278	BSc (Hons) Nursing (Mental Health) - degree apprenticeship route (4 yr P/T)	Plymouth	PT
7273	BSc (Hons) Nursing (Mental Health) - degree apprenticeship route (4 yr P/T)	Cornwall	PT
7369	BSc (Hons) Nursing (Child Health) - degree apprenticeship route (4 yr P/T)	Plymouth	PT
7370	BSc (Hons) Nursing (Mental Health) - degree apprenticeship route (4 yr P/T)	Cornwall	PT

Reviewed	Amended following review (Y/N)	Sections amended
2/7/21	Included four-year part-time route	

Contents

1. BSc (Hons) Nursing (Adult Health)	4
BSc (Hons) Nursing (Mental Health).....	4
BSc (Hons) Nursing (Child Health)	4
2. Awarding Institution: University of Plymouth	4
3. Accrediting body:.....	4
4. Distinctive Features of the Programme and the Apprentice Experience.....	5
5. Relevant QAA Subject Benchmark Group(s)	9
6. Programme Structure and Assessment	9
7. Programme Aims.....	14
8. Programme Intended Learning Outcomes	15
9. Admissions Criteria, including RPL and DS arrangements	17
10. Progression criteria for Final and Intermediate Awards	19
11. Non Standard Regulations	21
12. Transitional Arrangements	22
13. Programme Specification Mapping: module contribution to the meeting of Award Learning Outcomes	23
14. Mapping to NMC Standards of Proficiency.....	26
15. Modules mapped to apprenticeship standard.....	28
References	55
Appendix 1 Health Apprenticeship Recruitment Process 2021	57
Appendix 2	58
Registered Nurse Degree Apprenticeship Standard	58
Appendix 3	59
Registered Nurse Degree Apprenticeship End Point Assessment	59
Appendix 4	60
Central Apprenticeship Hub (CAH) Apprenticeship ALHN Support Process	60

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

The BSc (Hons) Nursing (Adult Health, Child Health, Mental Health) inclusive of the Registered Nurse Degree Apprenticeship has been designed through a dynamic collaborative working relationship between the University, its learners and stakeholders. It takes into consideration national drivers to provide an equitable service in the provision of mental and physical health throughout the lifespan, in an integrated approach to care delivery and treatment (NHS England's Five Year Forward (2001¹) Nursing and Midwifery Council Standards (NMC) (2018²).

Raising the Bar "Shape of Caring". (2015³) made significant recommendations for the education and training of the future workforce including recommendations on pathways into and flexibility in nursing education. Inclusion and alignment of the Nurse Apprenticeship and Nursing Associate routes in our suite of programmes enables students to Recognise Prior Learning (RPL) into the programme. The provision of an option to progress to a 4th year of study with registration in a second field at Masters enables students to exit with a dual qualification and MNurs (Hons) Nursing.

The addition of this contemporary four-year part-time 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, recognising the challenges a full time programme presents to some prospective apprentices and employers. 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 our practice assessors/supervisors within the work-based (practice) setting. The four-year part-time route comprises of three parts (NMC part 1: level 4, NMC part 2: Level 5, NMC part 3: Level 6). Each part delivered over approximately 16 months with the student engaging in academic learning (theory/supernumerary practice) three days per week. The remainder two days per week enables the apprentices to work in their current employment (substantive non-supernumerary post).

Distinctive features of this programme are:

¹ Five Year Forward View - NHS England <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf> accessed 06/8/18

² Nursing and Midwifery Council (2018) Future nurse: Standards of proficiency for registered nurses. www.nmc.org.uk Accessed 06/08/18

³ Health Education England (2015) Raising the Bar Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants, Lord Willis, Independent Chair - Shape of Caring review.

- Eligibility to register with the Nursing and Midwifery Council
- Targeted at the career development of health care workers including Assistant Practitioners and Nursing Associates
- A student-centred programme that values prior experiential learning
- Flexible and responsive to employers needs and service delivery
- Cohesion between education outcomes, module and programme outcomes and patient outcomes
- Supports the employer with developing the future workforce and enhancing career pathways for healthcare workers and with funding via the Apprenticeship Levy
- Enables the apprentice to study without incurring any additional study related costs

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) Nursing (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.

During work-based clinical practice placements, apprentices will work in an environment alongside health professionals who will provide a model for the attributes and qualities required of learners. Through the School's position in the Faculty of Health, apprentices on the RNDA programme will also be invited to access a wide range of events which extend their learning, including research seminars in the health professions, Schwartz rounds, and other continuing professional development type events as appropriate to the apprentice's stage and interests

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.

The Programme delivery is underpinned by the [University of Plymouth Education and Student Experience Strategy 2018-2023](#), specifically:

- to be externally recognised for the high quality of our educational provision.
- to support and inspire our students to achieve their potential and ambitions.
- to nurture a sustainable and collaborative community of scholars recognising the significance of research and evidence-based pedagogy.

- to provide an infrastructure and inclusive learning environment that supports our students and staff

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, 2021; 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), the Quality Assurance Agency (QAA) [Framework for Higher Education qualifications](#) England, Wales and Northern Ireland (2014) and the [QAA Characteristic statement for Apprentices in Higher Education](#)

6. Programme Structure and Assessment

Apprentices on the four-year part-time route will be taught alongside students studying the three-year full-time BSc (Hons) Nursing, with some shared learning with students on the MNurs (Hons) Nursing. Structural differences to facilitate studying have been made to discrete modules (NRS414 and NRS601) to accommodate the flexibility required to deliver a four-year part-time programme. This approach will enable apprentices to gain the essential knowledge and skills relating to the NMC (2018) Standards of Proficiency for Registered Nurses, the Registered Nurse Degree Apprenticeship Standard (2018) as well as enhancing student identity and cohesion.

Tables 1 and 2 provide a structural overview of the full-time and part-time routes with table 3 showing a breakdown of the practice hours.

Table 1: Three-year full-time programme - note there is a practice block in each semester with the exception of stage 1 when there is no placement in semester 1

Stage 1	Being an accountable professional NRS410	Communication and therapeutic relationships NRS411	Providing and evaluating care (Linked to practice) NRS417	Assessing and Planning Nursing Care NRS416	Applied human biology across the lifespan NRS414
120 Credits	20	20	40	20	20
Assessment	Coursework	Coursework Reflective account of a professional interaction.	Practice assessment/ Online Exam	Oral presentation/ coursework	Exam

Stage 2	Pharmacology and medicines optimisation NRS504	Applied pathophysiology NRS501	Developing Nursing Practice (Linked to practice) NRS507	Promoting health and preventing ill-health NRS503	Introduction to evidence informed Decision Making NRS502
120 Credits	20	20	40	20	20
Assessment	Scenario based essay	Exam	Practice assessment/ Online Exam	Coursework	Coursework

Stage 3	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 Exam MHN602 Essay & 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 NRS602
120 Credits	20	20	20	40	20
Assessment	Presentation	As above	As above	Online Exam/ Practice - for MH only	Structured essay

Table 2: Four-year part-time programme - note practice runs across both semesters

Stage 1	Being an accountable professional NRS410	Communication and therapeutic relationships NRS411	Providing and Evaluating Care NRS417	Assessing and Planning Nursing Care NRS416
100 Credits	20	20	40	20
Assessment	Coursework	Coursework Reflective account of a professional interaction.	Online Exam and Practice Assessment Document	Coursework

Stage 2	Applied human biology across the lifespan NRS414	Providing and evaluating care NRS418	Applied pathophysiology NRS501	Pharmacology and medicines optimisation NRS504	Developing Nursing Practice –practice split across 2 stages NRS508
60 Credits	20	0	20	20	0
Assessment	Exam	Extension to practice in previous stage – no assessment'	Exam	Scenario based essay	Professional Values

Stage 3	Introduction to evidence informed Decision Making NRS502	Promoting Health and Preventing Ill Health NRS503	Developing Nursing Practice NRS507	Nursing leadership, management and team working NRS601	Developing competence in nursing practice (field specific) ADN/CHN/MHN604
100 Credits	20	20	40	20	0
Assessment	Coursework	Coursework	Online Exam and Practice Assessment Document	Presentation	Extension of practice in following stage - no assessment

Stage 4	Field specific modules *ADN601 Primary Care in Adult Case study *MHN601 Lived Experience *CHN601 Care of the Highly Dependent Child	Field specific modules *ADN602 Acute Adult Nursing Care Exam *MHN602 Psychosocial Interventions to meet Complex Mental Health Needs *CHN602 Care of the Child and Family in the Community	Developing competence in nursing practice (field specific) *ADN603 *MHN603 *CHN603	Developing Knowledge & Skills for Evidence-Informed Decision Making (field specific application) *NRS602
100 Credits	20	20	40	20
Assessment	Coursework	Coursework	Online Exam/ Practice - for MH only	Coursework

Part-time students will receive exit awards pertinent to their level of study at the time of exit.

Modules might occasionally be swapped between stages at the same level , module credits at each stage will remain the same.

Table 3 – Overview of practice hours

Route	NMC Part/Academic level	Duration	Practice hours
4 year part-time	NMC part 1: level 4	16 months	767
	NMC Part 2: level 5	16 months	767
	NMC Part 3: level 6	16 months	767
		Total	2,301
3 year full-time	NMC part 1: level 4	12 months	767
	NMC Part 2: level 5	12 months	767
	NMC Part 3: level 6	12 months	767
		Total	2,301

7. Programme Aims

The BSc (Hons) Nursing programme including the apprenticeship route 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) and [Assessment Plan](#) 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 2021. All applicants 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.

Apprentice selection is managed in collaboration with the Central Apprenticeship Hub (CAH) and the employer in order to comply with ESFA requirements (appendix 1). Apprentice selection includes:

- Completion of INA including confirmation of employer agreement
- A personal statement.
- Confirmation of academic attainment.

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 of up to 50% of the programme. 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.

Applicants for the apprenticeship route should demonstrate evidence of:

- GCSE profile - grade C/4 or above including Maths and English
- 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.
 - 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.
 - 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.

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.

Additional learning needs/health needs

The programme is designed to ensure an equitable experience for learners with disabilities. We work collegiately with expert colleagues in CAH and 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.

If an apprentice declares a disability (health or learning need), 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. CAH manage this process (appendix 4)

- 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 NMC Standards for Nursing Associates. Robust fitness to practise 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 Progression Award Assessment Board will review the apprentices' academic and practice achievements in the given period and determine progression to the next stage/part of the programme. Both the University and programme specific regulations determine the criteria for progression.

Students are required to pass each level of practice education before moving onto the next level of practice education. Progression points for the three year full time route will apply at the end of each stage. The four year programme has four stages, with levels concluding mid-stage; as such, the progression points for the four year part-time route will apply at the end of both the level and the stage throughout the programme to comply with both university Academic Regulations and NMC standards.

At the end of the final stage, the Progression Award Assessment Board will ensure that all theory and practice elements have been achieved, and the required hours have been completed. Once achievement of these requirements have been confirmed, apprentices will progress to EPA Gateway.

Gateway

The EPA period should only start once the employer and the NMC Approved Education Institution are satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. EPA Gateway requirements are set out in the Apprenticeship Standard Assessment Plan (Appendix 7).

EPA and final Award Assessment Board

Following completion of EPA Gateway, the EPA will commence. The EPA starts with the final Award Assessment board and finishes when the AEI:

- uploads the apprentice's course and personal details to the NMC database

- sends the NMC a declaration of the apprentice's good health and character. Designated members of staff who are Registered Nurses responsible for directing the educational programmes will confirm to the NMC the student's good health and good character based on their self-declaration completed for registration. These staff have been identified to the NMC.

The final Award Assessment Board is constituted in line with University of Plymouth Academic Regulations, with the addition of the EPA External Examiner who will be responsible for confirming that the gateway requirements have been met. As the EPA is fully integrated, apprentices must achieve all gateway requirements, in addition to all theory and practice elements and hours requirements, in order to be awarded the BSc (Hons) Nursing. Designated members of staff who are Registered Nurses responsible for directing the educational programmes will additionally confirm to the NMC the student's good health and good character based on their self-declaration completed for registration. These staff have been identified to the NMC.

Apprentices 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 of 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 who have interrupted the programme are eligible to resume the programme provided that this allows for completion within standard NMC requirements. In addition to current interruption criteria, 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.

Exit Awards

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 receive their Degree Apprenticeship. Part time students will receive exit awards pertinent to their level of study at time of exit.

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.

11. Non Standard Regulations

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

- All elements and components of assessment within the programme must be achieved, with a minimum of 40% for all percentage-weighted assessments.
- 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.
- There is no compensation within or across modules.
- 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.
- 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.
- Students are required to pass each level of practice education before moving onto the next level of practice education.

- 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.
- 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.
- 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

The current six-year part-time route will be discontinued. Students currently studying via this route will continue, however no further applications or transfers in will be accepted. Apprentices wishing to transfer onto the four year part - time route may be able to so if places are available and at the discretion of their employer and programme lead in consultation with their personal tutor. Transfers to other programmes may affect student funding, students are advised to contact the Student Loans Company prior to considering transfer.

13. 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							
NRS414			X																										

NRS415	X	X	X	X	X	X	X	X			X		X	X				X				X	X	X	X			X			
NRS 416		X				X	X	X			X							X					X	X	X	X			X		
Level 5																															
NRS501			X							X	X																				
NRS502										X	X						X														
NRS503		X	X		X	X				X								X													
NRS504											X												X								
NRS507	X	X	X	X	X	X	X	X			X		X	X			X						X	X	X	X			X		
NRS508*	X	X	X	X	X	X	X	X			X		X	X		X	X	X	X				X	X	X	X		X	X		
Level 6																															
NRS601		X		X	X			X			X			X			X										X	X			
NRS602	X	X	X	X	X	X	X	X	X	X	X		X		X			X				X		X						X	
ADN601	X	X				X				X	X			X												X	X	X			
ADN602	X	X	X							X	X														X	X	X	X			
ADN603	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	
MHN601	X	X	X		X	X	X	X		X	X		X				X	X						X	X	X			X		
MHN602	X	X				X				X	X		X	X				X						X	X						
MHN603	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	

CHN601	X	X	X					X		X	X				X	X	X	X	X			X	X	X	X			X		
CHN602		X	X	X	X	X	X	X		X	X		X	X	X	X		X					X	X			X	X		
CHN603	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	

* 4 Year Part-Time Route only

14. Mapping to NMC Standards of Proficiency

Level 4	
Being an accountable Professional	Being an accountable professional 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9,1,15
Communication & Therapeutic relationships	Being an accountable professional 1.11, 1.17 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
Assessment and care planning	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. 3.15, 3.16, Providing and evaluating care 4.1, 4.2, , 4.4, 4.9, 4.10, 4.11, Coordinating care 7.1
Providing and evaluating care	Being an accountable professional 1.12, 1.14, 1.15 1.16, 1.17 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, 4.12, 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
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 1.5, 1.9, 1.12, 1.14, 1.15, 1.16, 1.17, 1.18 1.19, 1.20 Promoting health and preventing ill health 2.4, 2.8, 2.9, 2.10, 2.12 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, 4.11, 4.12, 4.13, 4.18 Leading and managing nursing care and working in teams 5.4, 5.6, 5.7, 5.9, 5.10, 5.11 Improving safety and quality of care 6.3, 6.5, 6.6 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, 6.6, 6.8, 6.10, 6.11 6.12 Co-ordinating care 7.2, 7.3, 7.4, 7.12, 7.13
Transition to professional Practice	Improving safety and quality of care 6.7, 6.9, 6.11 Coordinating care 7.1, 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 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17,1.18, 1.19, 1.20 Promoting health and preventing ill health 2.8, 2.9, 2.10, 2.12 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, 4.11, 4.12, 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, 6.5, 6.6, 6.9 Coordinating care 7.10. 7.11

15. Modules mapped to apprenticeship standard

Level 4 Modules	Apprenticeship Standard: Knowledge	Apprenticeship Standard: Skills	Apprenticeship Standard: Behaviours
<p>Being an accountable Professional</p>	<p>K1: Understand the Code (2015): Professional standards of practice and behaviour for nurses and midwives and how to fulfil all registration requirements</p> <p>K2: Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health</p> <p>K7: Understand the principles of courage, transparency and the professional duty of candour</p> <p>K19: Understand and apply the relevant laws about mental capacity for the country in which you are practising when making decisions in relation to people who do not have capacity</p> <p>K35: Understand the principles of health and safety legislation and regulations</p>	<p>S1: Act in accordance with the Code (2015): Professional standards of practice and behaviour for nurses and midwives, and fulfil all registration requirements</p> <p>S3: Use resilience and emotional intelligence and is capable of explaining the rationale that influences judgments and decisions in routine, complex and challenging situations</p> <p>S4: Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
<p>Communication & Therapeutic relationships</p>	<p>K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K8: Understand how discriminatory behaviour is exhibited</p>	<p>S7: Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges</p> <p>S8: Support people at all stages of life who are emotionally or physically vulnerable</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to</p>

		<p>S9: Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues</p> <p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people’s values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p> <p>S18: Use appropriate communication skills and strength based approaches to support and enable people to make informed choices about their care to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability</p> <p>S19: Provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care</p>	<p>challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
Applied human biology across the lifespan	<p>K14: Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p>	<p>S14: Apply the principles of health promotion, protection and improvement and the prevention of ill health when engaging with people</p> <p>S15: Use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people’s individual circumstances</p> <p>S16: Promote and improve mental, physical, behavioural and other health related outcomes by</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p>

		<p>understanding and explaining the principles, practice and evidence-base for health screening programmes</p> <p>S17: Use up to date approaches to behaviour change to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments</p> <p>S20: Promote health and prevent ill health by understanding and explaining to people the principles of pathogenesis, immunology and the evidence-base for immunisation, vaccination and herd immunity</p> <p>S21: Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance</p>	<p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
<p>Assessing healthcare Needs</p>	<p>K14: Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p>	<p>S22: Accurately process all information gathered during the assessment process to identify needs for individualised nursing care and develop person-centred evidence-based plans for nursing interventions with agreed goals</p> <p>S23: Effectively assess a person's capacity to make decisions about their own care and to give or withhold consent</p> <p>S24: Recognise and assess people at risk of harm and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p>

	<p>K16: Apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs and when developing, prioritising and reviewing person centred care plan</p> <p>K17: Understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages</p> <p>K18: Understand and apply the principles and processes for making reasonable adjustments</p> <p>K19: Understand and apply the relevant laws about mental capacity for the country in which you are practising when making decisions in relation to people who do not have capacity</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives</p>	<p>S25: Demonstrate the skills and abilities required to recognise and assess people who show signs of self-harm and/or suicidal ideation</p> <p>S26: Undertake routine investigations, interpreting and sharing findings as appropriate</p> <p>S27: Interpret results from routine investigations, taking prompt action when required by implementing appropriate interventions, requesting additional investigations or escalating to others</p> <p>S28: Identify and assess the needs of people and families for care at the end of life, including requirements for palliative care and decision making related to their treatment and care preferences</p> <p>S29: Work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made</p> <p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p> <p>S11: Report any situations, behaviours or errors that could result in poor care outcomes</p> <p>S12: Identify and challenge discriminatory behaviour</p>	<p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
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	<p>K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</p> <p>K5: Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions</p> <p>K20: Understand co-morbidities and the demands of meeting people's complex nursing and social care needs when prioritising care plans</p> <p>K21: Know when and how to refer people safely to other professionals or services for clinical intervention or support</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p> <p>K47: Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs</p>	<p>S13: Contribute effectively and proactively in an interdisciplinary team</p>	
Planning nursing Care	<p>K14: Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing</p>	<p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture,</p>

	<p>assessments and developing appropriate care plans</p> <p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K16: Apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs and when developing, prioritising and reviewing person centred care plan</p> <p>K17: Understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages</p> <p>K18: Understand and apply the principles and processes for making reasonable adjustments</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p>	<p>requirements, needs and preferences, taking account of any need for adjustments</p> <p>S11: Report any situations, behaviours or errors that could result in poor care outcomes</p> <p>S12: Identify and challenge discriminatory behaviour</p> <p>S13: Contribute effectively and proactively in an interdisciplinary team</p>	<p>needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
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	<p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</p> <p>K5: Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions</p> <p>K20: Understand co-morbidities and the demands of meeting people's complex nursing and social care needs when prioritising care plans</p> <p>K21: Know when and how to refer people safely to other professionals or services for clinical intervention or support</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p> <p>K47: Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for</p>		
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	people who have co-morbidities and complex care needs		
Providing and evaluating care	<p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K16: Apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs and when developing, prioritising and reviewing person centred care plan</p> <p>K17: Understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages</p> <p>K18: Understand and apply the principles and processes for making reasonable adjustments</p> <p>K19: Understand and apply the relevant laws about mental capacity for the country in which you are practising when making decisions in relation to people who do not have capacity</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their</p>	<p>S5: Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register</p> <p>S30: Support people with commonly encountered mental health, behavioural, cognitive and learning challenges, and act as a role model for others in providing high quality nursing interventions to meet people's needs</p> <p>S31: Support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs</p> <p>S32: Act as a role model for others in providing evidence-based nursing care to meet people's needs related to nutrition, hydration and bladder and bowel health</p> <p>S33: Act as a role model for others in providing evidence-based, person-centred nursing care to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity</p> <p>S34: Identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain</p> <p>S35: Prioritise what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>

	<p>needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K31: Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines</p> <p>K35: Understand the principles of health and safety legislation and regulations</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</p> <p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K5: Understand the need to base all decisions regarding care and interventions on people's</p>	<p>of people who are dying, families, the deceased and the bereaved</p> <p>S36: Respond proactively and promptly to signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions</p> <p>S37: Manage commonly encountered devices and confidently carry out related nursing procedures to meet people's needs for evidence based, person-centred care</p> <p>S38: Provide first aid procedures and basic life support</p> <p>S39: Demonstrate numeracy, literacy, digital and technological skills to meet the needs of people receiving nursing care to ensure safe and effective nursing practice</p> <p>S40: Co-ordinate and undertake the processes and procedures involved in routine planning and management of safe discharge home or transfer of people between care settings</p> <p>S41: Maintain safe work and care environments</p> <p>S42: Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken</p> <p>S43: Recognise risks to public protection and quality of care, escalating concerns appropriately</p>	
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	<p>needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions</p> <p>K20: Understand co-morbidities and the demands of meeting people’s complex nursing and social care needs when prioritising care plans</p> <p>K21: Know when and how to refer people safely to other professionals or services for clinical intervention or support</p> <p>K25: Know how to act as a role model for others in providing evidence-based nursing care to meet people’s needs related to nutrition, hydration and bladder and bowel health</p> <p>K26: Know how to act as a role model for others in providing evidence-based, person-centred nursing care to meet people’s needs related to mobility, hygiene, oral care, wound care and skin integrity</p> <p>K30: Understand how to initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal ideation</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p>	<p>S11: Report any situations, behaviours or errors that could result in poor care outcomes</p> <p>S12: Identify and challenge discriminatory behaviour</p> <p>S13: Contribute effectively and proactively in an interdisciplinary team</p> <p>S44: Accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools</p> <p>S45: Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people</p> <p>S46: Participate in all stages of audit activity and identify appropriate quality improvement strategies</p> <p>S47: Use service delivery evaluation and audit findings to bring about continuous improvement</p> <p>S48: Share feedback and learning from positive outcomes and experiences, mistakes and adverse outcomes and experiences</p> <p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p> <p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people’s values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p>	
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	K47: Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs	S26: Undertake routine investigations, interpreting and sharing findings as appropriate S27: Interpret results from routine investigations, taking prompt action when required by implementing appropriate interventions, requesting additional investigations or escalating to others	
Level 5			
Pharmacology and medicines optimisation	K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans K31: Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines K32: Understand the principles of pharmacology and recognise the effects of medicines, allergies, drug sensitivities, side effects, contraindications, incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy and over the counter medication usage	S42: Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken	B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership

	<p>K33: Know and understand how prescriptions can be generated, the role of generic, unlicensed, and off-label prescribing and an understanding of the potential risks associated with these approaches to prescribing</p> <p>K34: Apply knowledge of pharmacology to the care of people, demonstrating the ability to progress to a prescribing qualification following registration</p> <p>K35: Understand the principles of health and safety legislation and regulations</p>		
<p>Promoting health and preventing ill health</p>	<p>K9: Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people</p> <p>K10: Understand epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes</p> <p>K11: Understand the factors that may lead to inequalities in health outcomes</p> <p>K13: Understand the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes</p>	<p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p> <p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>

	<p>K14: Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K44: Understand health legislation and current health and social care policies, and the mechanisms involved in influencing policy development and change, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K45: Understand the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies</p> <p>K46: Understand how current health policy and future policy changes for nursing and other professions and understand the impact of policy changes on the delivery and coordination of care</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal</p>		
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	<p>independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K3: Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care</p> <p>K5: Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions</p> <p>K12: Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing</p>		
Developing nursing practice	<p>K14: Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their</p>	<p>S41: Maintain safe work and care environments</p> <p>S42: Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken</p> <p>S43: Recognise risks to public protection and quality of care, escalating concerns appropriately</p> <p>S44: Accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-</p>

	<p>needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K31: Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines</p> <p>K35: Understand the principles of health and safety legislation and regulations</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</p> <p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K5: Understand the need to base all decisions regarding care and interventions on people's</p>	<p>S45: Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people</p> <p>S46: Participate in all stages of audit activity and identify appropriate quality improvement strategies</p> <p>S47: Use service delivery evaluation and audit findings to bring about continuous improvement</p> <p>S48: Share feedback and learning from positive outcomes and experiences, mistakes and adverse outcomes and experiences</p> <p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p> <p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p> <p>S11: Report any situations, behaviours or errors that could result in poor care outcomes</p> <p>S12: Identify and challenge discriminatory behaviour</p> <p>S13: Contribute effectively and proactively in an interdisciplinary team</p>	<p>awareness and demonstrate leadership</p>
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	<p>needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p> <p>K47: Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs</p>		
<p>Applied pathophysiology</p>	<p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p>		<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>

<p>Introduction to evidence informed decision making</p>	<p>K4: Understand research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice</p> <p>K35: Understand the principles of health and safety legislation and regulations</p> <p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K47: Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs</p>	<p>S2: Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations</p> <p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
<p>Co-ordinating care for complex health needs</p>	<p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and</p>	<p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p> <p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based</p>

	<p>sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K48: Understand the complexities of providing mental, cognitive, behavioural and physical care services across a wide range of integrated care settings</p> <p>K49: Understand how to monitor and evaluate the quality of people's experience of complex care</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p>		<p>best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
Level 6			

<p>Nursing leadership, management and team working</p>	<p>K7: Understand the principles of courage, transparency and the professional duty of candour</p> <p>K36: Understand the relationship between safe staffing levels, appropriate skill mix, safety and quality of care</p> <p>K37: Understand how to identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice</p> <p>K38: Understand the differences between risk aversion and risk management and how to avoid compromising quality of care and health outcomes</p> <p>K39: Understand and accept the need to accept and manage uncertainty, and demonstrate an understanding of strategies that develop resilience in self and others</p> <p>K40: Understand the role of registered nurses and other health and care professionals at different levels of experience and seniority when managing and prioritising actions and care in the event of a major incident</p> <p>K41: Understand the principles of quality improvement methodologies</p> <p>K42: Understand how the quality and effectiveness of nursing care can be evaluated in practice, work with people, their families, carers and colleagues to develop effective improvement strategies for quality and safety</p>	<p>S49: Facilitate equitable access to healthcare for people who are vulnerable or have a disability</p> <p>S50: Advocate on behalf of people who are vulnerable or have a disability when required, and make necessary reasonable adjustments to the assessment, planning and delivery of their care</p> <p>S51: Identify and manage risks and take proactive measures to improve the quality of care and services when needed</p> <p>S52: Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care</p> <p>S53: Guide, support and motivate individuals and interact confidently with other members of the care team</p> <p>S54: Monitor and evaluate the quality of care delivered by others in the team and lay carers</p> <p>S55: Support and supervise students in the delivery of nursing care, promoting reflection and providing constructive feedback, and evaluating and documenting their performance</p> <p>S56: Challenge and provide feedback about care delivered by others in the team, and support them to identify and agree individual learning needs</p> <p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
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	<p>K52: Understand the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels</p> <p>K53: Understand the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness</p> <p>K54: Understand the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making</p> <p>K55: Understand the principles and application of processes for performance management and how these apply to the nursing team</p> <p>K56: Understand the roles, responsibilities and scope of practice of all members of the nursing and interdisciplinary team and how to make best use of the contributions of others involved in providing care</p> <p>K57: Understand and apply the principles of human factors, environmental factors and strength-based approaches when working in teams</p> <p>K58: Understand the mechanisms that can be used to influence organisational change and public policy, demonstrating the development of political awareness and skills</p> <p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate</p>		
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	between the devolved legislatures of the United Kingdom		
Transition to professional Practice	<p>K7: Understand the principles of courage, transparency and the professional duty of candour</p> <p>K37: Understand how to identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice</p> <p>K38: Understand the differences between risk aversion and risk management and how to avoid compromising quality of care and health outcomes</p> <p>K39: Understand and accept the need to accept and manage uncertainty, and demonstrate an understanding of strategies that develop resilience in self and others</p> <p>K40: Understand the role of registered nurses and other health and care professionals at different levels of experience and seniority when managing and prioritising actions and care in the event of a major incident</p> <p>K41: Understand the principles of quality improvement methodologies</p>	<p>S52: Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care</p> <p>S53: Guide, support and motivate individuals and interact confidently with other members of the care team</p> <p>S54: Monitor and evaluate the quality of care delivered by others in the team and lay carers</p> <p>S55: Support and supervise students in the delivery of nursing care, promoting reflection and providing constructive feedback, and evaluating and documenting their performance</p> <p>S56: Challenge and provide feedback about care delivered by others in the team, and support them to identify and agree individual learning needs</p> <p>S2: Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations</p> <p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>

	<p>K42: Understand how the quality and effectiveness of nursing care can be evaluated in practice, work with people, their families, carers and colleagues to develop effective improvement strategies for quality and safety</p> <p>K52: Understand the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels</p> <p>K53: Understand the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness</p> <p>K54: Understand the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making</p> <p>K55: Understand the principles and application of processes for performance management and how these apply to the nursing team</p> <p>K56: Understand the roles, responsibilities and scope of practice of all members of the nursing and interdisciplinary team and how to make best use of the contributions of others involved in providing care</p> <p>K57: Understand and apply the principles of human factors, environmental factors and strength-based approaches when working in teams</p>		
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	<p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p>		
Developing knowledge and skills for evidence informed decision making	<p>K4: Understand research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice</p> <p>K35: Understand the principles of health and safety legislation and regulations</p> <p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K47: Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs</p>	<p>S2: Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations</p> <p>S6: Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
Field specific	K14: Apply knowledge of human development from conception to death when undertaking full		B1: Treat people with dignity, respecting individual's

	<p>and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K35: Understand the principles of health and safety legislation and regulations</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</p>	<p>S2: Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations</p> <p>S42: Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken</p> <p>S43: Recognise risks to public protection and quality of care, escalating concerns appropriately</p> <p>S44: Accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools</p>	<p>diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
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	<p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K27: Know how to identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain</p> <p>K28: Understand what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved</p> <p>K29: Know the signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p>		
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<p>Developing competence in nursing practice</p>	<p>K14: Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans</p> <p>K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care</p> <p>K31: Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines</p> <p>K35: Understand the principles of health and safety legislation and regulations</p> <p>K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal</p>	<p>S57: Contributes to supervision and team reflection activities to promote improvements in practice and services</p> <p>S58: Use a range of digital technologies to access, input, share and apply information and data within teams and between agencies</p> <p>S41: Maintain safe work and care environments</p> <p>S42: Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken</p> <p>S43: Recognise risks to public protection and quality of care, escalating concerns appropriately</p> <p>S44: Accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools</p> <p>S45: Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people</p> <p>S46: Participate in all stages of audit activity and identify appropriate quality improvement strategies</p> <p>S47: Use service delivery evaluation and audit findings to bring about continuous improvement</p> <p>S48: Share feedback and learning from positive outcomes and experiences, mistakes and adverse outcomes and experiences</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership</p>
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	<p>independence and avoid unnecessary interventions and disruptions to their lives</p> <p>K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</p> <p>K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom</p> <p>K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors</p>	<p>S2: Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations</p> <p>S10: Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p> <p>S11: Report any situations, behaviours or errors that could result in poor care outcomes</p> <p>S12: Identify and challenge discriminatory behaviour</p> <p>S13: Contribute effectively and proactively in an interdisciplinary team</p>	
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References

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Appendix 1 Health Apprenticeship Recruitment Process 2021

TIMELINE

APPLICATION PROCESS

EXPRESSION OF INTEREST & INA submission - This process will take place from 8th March to TBC

EMPLOYER & APPLICANT

- Central Apprenticeship Hub (CAH) / RNDA Programme Lead liaises with interested employers
- Employer advertises RNDA vacancy and ensures potential applicants meet the entry criteria as follows;
 - The employer will be required to ensure that the applicant is in good health
 - Employer will be required to make contact with the CAH Apprenticeship Admin team via email apprenticeships@plymouth.ac.uk to inform of potential apprentice/s applicant and request the Initial Needs Analysis (INA) part A
 - Applicant to complete part A of the INA and return with a personal statement (approx. 250 words) to the Apprenticeship inbox; apprenticeships@plymouth.ac.uk prior to their academic interview

NB: for RN applications the DBS evidence and occupational health clearance will be completed following the normal University process before a conditional offer is made. **For all other Health apprenticeships** it will be the responsibility of the employer to provide DBS and Occupational health clearance

ACADEMIC INTERVIEWS

All interviews will take place by – date in June TBC

APPLICANT INTERVIEWS

The applicant will be contacted to attend an academic interview with the admissions tutor for the RNDA programme. The admissions tutor for the RNDA programme or Programme Lead will undertake interviews– the admissions tutors for the RNDA programme will inform the CAH on the outcome of the interview. CAH admin team will provide the employer with a collective part B to the INA informing on those applicants that met the requirements of the academic interview.

The PL will inform the employer of successful applicants - employer will inform their applicants of the outcome.

EMPLOYER

The employer will be required to sign the collective part B of the INA and return to the CAH Apprenticeship inbox; apprenticeships@plymouth.ac.uk - once the employer has returned the part B INA they are confirming that they are happy for their applicants to proceed to the admissions stage. Employers will be required to provide DBS and Occupational health clearance for each applicant for all apprenticeships other than RN.

ADMISSIONS PROCESS

The admissions process will take place by the agreed ESFA sign up date

APPLICANT

The CAH admin will send the applicant an APTEM log for them to start the on-boarding process by completing their ILR and uploading required essential evidence i.e. certificates etc. Applicants will be issued with compliance documents to complete and return

EMPLOYER & APPLICANT

Applicants and employers will receive a conditional offer

SIGN UP & CONTRACTING

The sign up process will take place from JULY through to the end of AUGUST and must be undertaken prior to the first day of the apprenticeship

EMPLOYER

The CAH will liaise with the employer to identify if they are recruiting through a procurement framework process and identify which employer agreement document needs to be completed - If an employer agreement is not already in place or is not current the employer will be required to complete and sign an Employer Agreement and return to the apprenticeship inbox; apprenticeships@plymouth.ac.uk.

The CAH will arrange with the employer and the apprentice the ESFA sign-up date in the workplace.

Where the apprenticeship is being funded through the Levy the Apprenticeship Team will provide information to the employer to set up the digital account (DAS) to ensure the funding is in place at the start of the Apprenticeship programme.

APPLICANT

The CAH will confirm with the apprentice the start date of the programme.

The CAH will arrange with the employer and the apprentice the ESFA sign-up date in the workplace.

The CAH will contact the applicant and set them up with a log in to ForSkills to undertake the Maths and English Initial (Diagnostic) Assessment.

If an applicant has disclosed a Learning Difficulty or Health Condition they will be contacted by the CAH ALN&AHN lead to undertake further assessments to ensure the right support is in place prior to starting the programme.

CAH will forward the applicant a log in to complete the On-boarding workshop

Appendix 2
Registered Nurse Degree Apprenticeship Standard

[https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-\(nmc-2018\)-v1-0](https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-(nmc-2018)-v1-0)

Appendix 3
Registered Nurse Degree Apprenticeship End Point Assessment

https://www.instituteforapprenticeships.org/media/4278/st0781_registered_nurse_l6_e_pa-adjustment-for-publication_27052020.pdf

Appendix 4 Central Apprenticeship Hub (CAH) Apprenticeship ALHN Support Process

