

Template C4



Programme Specification

Title of Course: *BSc (Hons) Adult Nursing (Degree Apprenticeship)*

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Faculty	Faculty of Health, Science, Social Care & Education
School	School of Nursing
Department	Adult Nursing and Allied Health
Delivery Institution	Kingston University

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

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Adult Nursing (Degree Apprenticeship)
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Cert HE in Health and Wellbeing BSc Health and Wellbeing These awards do not enable the apprentice to register with the NMC. DipHE in Health and Wellbeing
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	
Minimum period of registration:	Full-time - 4
Maximum period of registration:	Full-time - 7.5
Entry Requirements:	<p>At the point of entry onto the course, applicants for the apprenticeship route must be employed within a health or care setting where they can be appropriately supervised by a registered nurse or other appropriate registered health or care professional.</p> <p>The typical requirement for entry for this course is 112 UCAS points, Health and Science subjects preferred e.g.</p> <ul style="list-style-type: none"> • A Levels BBC (General Studies not accepted) • BTEC Extended Diploma Distinction, Merit, Merit • Access to HE course to value of 112 UCAS points normally achieved with 21 Distinctions and 18 Merits • Foundation degree in related programmes • International Baccalaureate 27 points • FETAC Level 5 Distinction in all modules

	<p>Additional requirements:</p> <ul style="list-style-type: none"> • GCSE at grade 4 or above (or grade C or above for GCSEs taken before 2017) in English Language and Mathematics (sciences is recommended) or equivalent qualification e.g. Functional/Key skills level 2 in numeracy and literacy; Level 2 Applied Science. • GCSE Science grade 4 or above (formerly A*-C) is not required from Access students undertaking a science or health based access course. • Wherever possible candidates are encouraged to gain practical work experience in a care setting prior to undertaking the programme. <p>Recognition of Prior Learning (RPL) will be considered including applicants with a relevant Foundation Degree (e.g. Nursing Associate, Healthcare Practice) for up to a maximum of 50% of the programme. More than 50% can be RPL'd if an applicant is</p>
<p>Programme Accredited by:</p>	<p>Nursing and Midwifery Council</p>
<p>QAA Subject Benchmark Statements:</p>	<p>The programme outcomes are referenced to the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student/apprentice. There are no QAA subject benchmarks for nursing.</p> <p>NMC (2018) Standards:</p> <ul style="list-style-type: none"> • Standards for pre-registration nursing education • Future nurse: Standards of proficiency for registered nurses • Standards for Student Supervision and Assessment • Standards framework for nursing and midwifery education European Directive 2005/36/EU
<p>Approved Variants:</p>	<ul style="list-style-type: none"> • It is an NMC requirement that no compensation is allowed • Only two attempts at the practice assessment document are allowed. • It is an NMC requirement that the maximum amount of Recognised Prior Learning (RPL) allowed is 50%. For nurses registered with the NMC, the NMC allows more than 50% RPL, in which case the maximum permitted by the university is up to two thirds of the total credit for the required award.
<p>Is this Higher or Degree Apprenticeship course?</p>	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	Registered Nurse Degree (NMC, 2018) Apprenticeship Standard ST0781
Recruitment, Selection and Admission process:	<p>Applicants must be employed and have full agreement from their health care employer. In appropriate employment for a minimum of 37.5 hours per week. Where applicable, a 'Right to Work' covering the full length of the course and end point assessment (3 years 9 months). At the point of entry onto the course, applicants for the apprenticeship route must be employed within a health or care setting where they can be appropriately supervised by a registered nurse or other appropriate registered health or social care professional. All applicants who meet the minimum requirements are required to attend a selection day which includes a values-based interview (multiple mini interviews) and an informal assessment of the applicant's current digital literacy skills which will provide a baseline from which to develop capability in digital and technological literacy during the programme. As part of the admissions process applicants will be asked to complete an Initial Needs Assessment to confirm whether they have undertaken previous certificated learning that repeats learning offered by the Registered Nurse Degree. This declaration is a requirement for all apprenticeship applicants, as duplication of learning or assessment previously undertaken is not eligible for apprenticeship funding under the Education and Skills Funding Agency rules (ESFA, 2018).</p>
End Point Assessment Organisation(s):	The EPAO is Kingston University as this is an integrated End Point Assessment.

SECTION 2: THE COURSE

A. Aims of the Course

The programme will prepare apprentices to meet the Nursing and Midwifery Council's *Standards for Registered Nurses* (2018) and the European Directive 2005/36/EU (EU legislation for adult field of nursing practice) which will enable them to apply for entry to the NMC Register as a Registered Nurse in the field of Adult Nursing. In addition, they will meet the knowledge, skills and behaviours (KSBs) which are set out in the *Registered Nurse Degree (NMC, 2018)* Apprenticeship Standard which are mapped against specific domains taken from the NMC platforms for registered nurses and enable them to demonstrate the occupational competence expected of a registered nurse.

The Programme Aims to:

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

B. Intended Learning Outcomes

The course outcomes are referenced to the *Registered Nurse – degree apprenticeship standard* (ST0781) and the *Framework for Higher Education Qualifications* (2014) and relate to the typical apprentice/student. They are also mapped to the proficiencies detailed under the seven platforms of the NMC *Future nurse: Standards of proficiency for registered nurses* (2018) and the Institute of Apprenticeships (2018) Registered Nurse Degree (NMC, 2018) Standard ST0781.

The course provides learning opportunities through both theory and practice for apprentices to develop and demonstrate knowledge and understanding specific to the subject and the key skills and graduate attributes which are set out in the seven platforms in NMC *Standards of proficiency for registered nurses*:

1. Being an accountable professional (BAP)
2. Promoting health and preventing ill health (PH)

3. Assessing needs and planning care (APC)
4. Providing and evaluating care (PEC)
5. Leading and managing nursing care and working in teams (L)
6. Improving safety and quality of care (SQ)
7. Coordinating care (CC)

In meeting the above apprentices will also meet the knowledge skills and behaviours set out in the Registered Nurse Degree Apprenticeship Standard (ST0781).

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	Leadership and interdisciplinary working in order to contribute to the quality improvement of care and treatment in order to enhance health outcomes within health and social care.	B4	Solve complex problems in the provision and management of nursing care applying research findings to promote and inform best nursing practice	C7	Implement strategies to promote and protect health and prevent ill health in order to improve health outcomes and reduce health inequalities (HP, CC)
A5	Communication and relationship management skills required to ensure that individuals, their families and carers are actively involved in and understand care decisions.	B1	Analyse critically and appraise both primary and secondary sources, assembling data from a variety of sources and discern and establish connections	C6	Work in partnership with people, families and carers to assess needs, identify goals and plan person-centred, evidence based interventions; evaluating their effectiveness in meeting the individuals' wishes, preferences and desired outcomes. (APC, PEC)
A3	Health and social disorders/conditions that contribute to a change in the well-being of people.	B2	Demonstrate critical thinking when applying evidence and drawing on experience to make evidence informed decisions across all areas of practice.	C5	Assess, manage and report risks to ensure the safety of people and contribute to quality improvement strategies to bring about continuous improvement (S&Q, CC)
A2	Relevant legal, regulatory and governance requirements, policies, ethical frameworks and mandatory reporting duties	B3	Demonstrate the skills and attributes of an autonomous and reflexive learner and a commitment to systematic professional development.	C4	Coordinate, lead and manage the complex nursing and integrated care needs of people through partnership, collaboration and interagency working. (CC, L)
A1	The physical, pathological, social and psychological origins of health			C3	Recognise and respond appropriately to complex and

	and illness and the effects of change on the individual / communities / society.				unpredictable situations in day-to-day clinical practice, demonstrating technical competence and expertise. (L, CC)
A4	A contemporary range of evidence-based nursing interventions used in promoting the health and well-being of the individual.			C2	Demonstrate effective use of non-judgemental interpersonal communication skills in the development and maintenance of therapeutic, empowering and collaborative relationships acting as an advocate for people, their carers and families. (BAP, AP, PEC)
				C1	Perform professional behaviour as an accountable, reflective, adaptable, compassionate, skilled and confident registered nurse, demonstrating the ability to apply professional, ethical and legal frameworks to deliver evidence-based practice in all areas of practice. (BAP)

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered as an apprenticeship through block release. Apprentices will undertake blocks of theory totalling a minimum of 2300 hours and blocks of practice totalling a minimum of 2300 hours during which they are supernumerary. This will be completed over 3 years and 9 months. Apprentices will also have blocks in each year where they return to their employer. The End Point Assessment takes place at the end of the programme through the final assessment board and upload of the details of the apprentice to the NMC portal for to enable them to register with the NMC. Whilst delivered over 3 years and 9 months the programme is divided into 3 parts. Part 1 = level 4, Part 2 = level 5, Part 3 = level 6 with progression at the end of each part.

BSc (Hons) Adult Nursing (Degree Apprenticeship)

Level 4							
BSc (Hons) Adult Nursing (Degree Apprenticeship)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Introduction to adult nursing	NA4104	30	4	TB: 1 & 2			
Introduction to life sciences	NG4103	30	4	TB: 1 & 2			
Introduction to professional practice	NP4100	30	4	Year 1 TB: 2 Year 2 TB: 1			
Introduction to public health and health promotion	NG4104	30	4	TB: 2 & 3			
Optional Modules							

Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Apprentices exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Health and Wellbeing

Level 5							
BSc (Hons) Adult Nursing (Degree Apprenticeship)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Assessment and care process for the acutely ill person	NA5107	30	5	Year 2 TB: 2			
Collaborative working for health and well-being in adults with long term conditions	NA5108	30	5	Year 2 TB: 2			
Developing professional practice	NP5100	30	5	Year 2 TB: 3 Year 3 TB: 1			
Therapeutic interventions in nursing: bio-psycho-social approaches	NG5105	30	5	Year 2 TB: 3			
Optional Modules							

Progression to Level 6

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

Apprentices exiting the programme at this point who have successfully completed 120 credits at level 4 and 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Health and Wellbeing

Level 6							
BSc (Hons) Adult Nursing (Degree Apprenticeship)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Advancing professional practice	NP6100	30	6	Year 3 TB: 3 to Year 4 TB: 2			
Co-ordinating the care of adults with complex health care needs	NA6111	30	6	Year 3 TB: 2 & 3			
Leadership in adult nursing	NA6112	30	6	Year 4 TB: 1			

Safe and effective quality care in adult nursing	NA6110	30	6	Year 3TB: 2 & 3			
Optional Modules							

Level 6 requires the completion of

Apprentices exiting the programme at this point who have successfully completed a minimum of 60 credits at level 6 are eligible for the award of an Ordinary Bachelor degree in Health and Wellbeing but will not be eligible to register with the Nursing and Midwifery Council. An apprentice who is awarded an Ordinary degree having followed an honours programme:

- is not eligible for the award of the degree with distinction
- is not eligible to register subsequently and be assessed for an honours degree

To be awarded a BSc Hons Adult Nursing AND be eligible to register with the Nursing and Midwifery Council (NMC) apprentices must have completed and passed all modules (120 credits each at levels 4, 5 and 6) and course requirements and have completed a minimum of 2300 hours of theory and 2300 hours of practice and have met the (NMC) requirements for Good Health and Good Character.

It is essential that apprentices meet the NMC and programme requirements for a minimum of 2300 hours of theory and 2300 hours of practice to meet NMC requirements to register as a Registered Nurse. Full attendance is therefore required on the programme including for all practice placements. A record of apprentice hours of attendance in theory and practice are maintained by the university. Where there is a lack of engagement with theory or practice the Course Leader will consider the individual circumstances of each apprentice in conjunction with their employer. Interruptions during the course will be viewed as a continuous period inclusive of the first day of absence regardless of any single or composite reason. Repeated or cumulative absences in or across placements may prevent an apprentice completing their practice hours and practice assessment and therefore ability to progress at the next progression point. In these cases, an apprentice may be required to take an interruption from the programme and re-enrol on the programme at an appropriate point, subject to employer agreement and placement availability. Apprentices who have leave of any type in excess of 6 weeks over the course of the programme may be required to interrupt from the programme as cumulative absences can impact on their ability to progress.

D. Principles of Teaching, Learning and Assessment

The Nursing Degree Apprenticeship is offered as a full-time apprenticeship. The programme has been designed in partnership with local NHS employers and representatives from the independent and voluntary sectors, ensuring currency and relevance to the workplace. It provides an integrated programme of university-based, workplace learning and placements where the apprentice is supernumerary, which will develop the skills and knowledge required by registered nurses to deliver person-centred care. This apprenticeship has an integrated End Point Assessment. Apprentices who have passed all their modules on the programme and completed 2300 hours of theory and 2300 hours of practice and have evidence of good health and good conduct will have achieved the requirements to be awarded a BSc (honours) award and be recommended to the NMC for registration. The End Point Assessment consists of:

- Confirmation they have met course requirements for the award at the Programme Assessment Board (PAB), followed by
- The upload of their details to the NMC database including confirmation of good health and good character which will enable them to register with the NMC.

Due to the NMC requirement for a minimum of 2300 hours of practice which is supernumerary and 2300 hours of theory the apprentice in the apprenticeship programme

meets the Education and Skills Funding Agency minimum requirement for 20% off the job training.

This programme is also designed to meet the principles outlined in the Kingston University Revised Academic Framework. Practice placements are integrated across each year of the programme and in order to meet the Nursing and Midwifery Council programme standards, EU Directive 2005/36/EC and Apprenticeship Standard requirements programme delivery is across three years nine months including the End Point Assessment.

The programme is designed as a continuous process where theory and practice are interlinked and inform each other with an equal balance of theory and practice. Apprentices engage with a number of key relationships – service users and families; teachers and practice supervisors and assessors; the learning environment (university and practice); knowledge and evidence. The seven NMC platforms (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) provide the main curriculum themes. The four areas of the NMC Code (prioritise people; practise effectively; preserve safety; promote professionalism and trust) further underpin apprentice development. Together these provide a framework within which apprentices will learn and practise.

Whilst the programme leads to registration as an adult nurse it is an NMC requirement that apprentices gain an understanding of the needs of people across the lifespan and across all care settings. The people they will meet will often have complex mental, physical, cognitive and behavioural needs and come from all ages, backgrounds and cultures. To meet these diverse needs the apprentice will study modules which are specific to their field as well as generic modules which also consider cross-field issues and undertake outreach and out of field placement experiences to gain experience in working with and caring for people across the lifespan and across fields.

Modules are organised in a staged approach throughout each academic year to maximise opportunities for the integration of theory and practice and to ensure a manageable apprentice workload. Part 1 of the programme develops a broad understanding of nursing knowledge to underpin practice and enables the apprentice to provide reasoned explanations of relevant issues. Part 2 promotes a more detailed understanding of the subject matter covered in Part 1 with a greater focus on field specific learning, developing theories and concepts to enable apprentices to provide substantiated arguments relating to relevant issues. Part 3 prepares apprentices for their role in providing, leading and coordinating evidence-based care with a focus on improving the safety and quality of the care they deliver.

The integration of theory and practice is achieved through learning, teaching and assessment strategies which require apprentices to reflect on their experiences in practice. Nursing knowledge and evidence is applied to these experiences, with an increasing depth of discussion and critical analysis as apprentices progress through the academic levels.

Inclusivity bridges curriculum design and the assessment strategy to ensure that apprentices are not unduly advantaged or disadvantaged due to their prior, or lack of prior, clinical experience/learning. Our apprentices come from diverse backgrounds with different learning styles and educational experiences. This diversity is valued as it not only enriches the learning for all apprentices but reflects the diversity of the people they will care for in the real world of practice.

Service user, employer and apprentice input to programme design and delivery
Practice partners, service users and students have participated in programme design through a range of feedback and engagement mechanisms, including a joint engagement event which brought together all three stakeholder groups. These contributions have informed programme and module development and the new module descriptors have been, and continue to be discussed, and reviewed at ongoing service user representative meetings, to ensure that they remain fit-for-purpose and reflect stakeholder views. Practice partners, service users, user groups and carers participate in the delivery of the programme within the classroom and in skills and simulations. This approach introduces a range of perspectives and assists with theory/practice integration. Modules include scheduled time for service users to share their lived experience within taught sessions and simulated learning. Apprentices also learn from, and with, service users through initiatives such as the 'Baked Bean Company' and the 'Recovery College'. Apprentices also receive feedback from service users in practice as part of the practice assessment process.

Teaching and Learning

Teaching and learning is delivered through the integration of a variety of face-to-face sessions in small and large groups, lectures, conferences, seminars, group work, problem-based learning, clinical skills and simulated learning. Technology is used to enhance and support learning. Canvas a virtual learning environment (VLE) is utilised to provide apprentices with information about the programme, modules and teaching /learning materials and enables virtual discussions on topics to take place or apprentices to collaborate on learning activities. Those with mobile devices, such as Smart Phones can download the Canvas App and E-learning resources (e.g. nursing textbooks) are made available to apprentices via the VLE and learning resources centre, to enable flexible apprentice access. Examples of other e-learning resources include use of YouTube film extracts to enhance / illustrate concepts raised in lectures; drug calculation app; electronic workbooks; Box of Broadcasts; classroom-based technologies such as voting clickers and the used of social media spaces. Since the Covid-19 pandemic the university and programme team have further developed on-line delivery of our modules and the learning from this will be used to inform future development of our programme.

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

Research Informed Teaching is delivered in a number of ways to ensure apprentices achieve the appropriate academic skills and engage with evidence-based practice (EBP). Newell and Burnard's (2011) 5 stages of EBP inform the development of these skills within curriculum:

1. Asking answerable questions from practice
2. Find the best available evidence
3. Appraising the evidence for validity and applicability
4. Applying the results of appraisal to clinical practice
5. Evaluate the effect of applying the evidence

Research informed teaching is delivered through the integration of the significant body of research generated through the Faculty professors, visiting professors, doctoral staff and apprentices and the interprofessional course team. This approach supports apprentices to consolidate their learning and develop an enquiry-based approach to learning. In addition, a range of strategies are used to encourage and develop our apprentices as researchers, e.g. working with academics on SADRAS (Student Academic Development Research Associate Scheme) to research an area of educational research focused on enhancing the academic experience of under-represented groups of students/apprentices at the University, publishing assignments, presenting their elective experience to peers and presenting poster assignments to practice colleagues.

Apprentices benefit

from a wide range of Interprofessional Learning (IPL) opportunities during the programme. The primary opportunity for IPL is during clinical placements where apprentices learn from, and with, a range of health and social care students and/or apprentices and professionals. Furthermore, a number of learning activities are undertaken within practice, the classroom and within the Clinical Skills and Simulation Suite with different professional groups including physiotherapy, midwifery, pharmacy, social work and paramedics.

Critical thinking skills are recognised as being essential both for academic achievement and future professional employment. These are developed through the 'Critical Thinking Skills

Toolkit' which is embedded throughout the programme. This toolkit contains activities that develop the skills apprentices need to become thoughtful, objective, and reasoned thinkers. It helps apprentices to tackle assignments confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments, and engage with other points of view. Guided independent study activities are designated for each module and are identified on Canvas, along with information on the expectations for the activities and the time that should be allocated.

Each module is led by a Module Leader and delivered by an academic team who are responsible for planning and delivering the module and supporting apprentices to achieve the module learning outcomes. The module team are the primary means of academic support for apprentices undertaking the module assessment through the provision of tutorial support for the formative and summative submissions, feedback, and feed forward. There are also identified academic staff who, with the Course Leader, are responsible for managing both the operational and the quality aspects of assessment for the programme.

Academic skills development is provided throughout the curriculum alongside the theory content and assessment tutorials. Support is tailored to the academic level undertaken to ensure apprentices develop their skills appropriately. Apprentices are directed to online resources to provide further support. Dedicated academic skills lecturers provide small group and one to one support in the Academic Skills Centres (ASCs). Learning Resources Centre (LRC) support staff also provide academic skills development both within the LRC and are also integrated into module delivery. Numeracy skills are developed through theory, practice, skills and on-line content and there are also academic staff that specialise in offering numeracy support.

The clinical skills and simulation practice modules integrate theory and the course vertical threads to equip apprentices with skills that are transferrable to clinical practice. The clinical equipment used includes a range of basic and more advanced equipment including high fidelity manikins, 12-lead ECGs, consumable equipment as well as adult, child and

infant skills training manikins, full body advanced life support manikins, full body nursing manikin, part task manikins and patient handling equipment.

The skills and simulation environment enables apprentices to build self-confidence by providing the opportunity for them to acquire, develop and refine clinical skills in a safe and supportive environment. It encourages hands-on thinking as well as developing decision-making, communication, dexterity, and critical thinking skills to support the holistic approach to person-centred care delivery. The spiral approach to the modules allows apprentices to be taught core principles and skills through exploratory and practical sessions through to them developing competence in more complex integrated skills. The clinical skills facilities are a range of flexible classrooms and include a simulated 6 bedded ward area and a clinical classroom and immersion suite. Role players (a group of service users) are trained to play the role of a patient with physical and/or mental health conditions, or their relatives, to support apprentices in the development of their clinical and communication skills. Actors from the Baked Bean Co. collaborate with us for learning disability and intra-professional simulations. The simulation suite is equipped with audio visual equipment to enable skills and simulation to be videoed for use in debrief sessions as feedforward to encourage apprentices to reflect on areas such as specific clinical skills, positioning, verbal and non-verbal communication. The cameras can also record the telephone calls which are used within simulation; this is a beneficial learning tool for practice when looked at in the debriefing session. There is also the facility to stream live footage from one room to another, so groups can observe each other looking at areas such as teamwork and leadership in a resuscitation scenario. The groups then attend a debrief session where peer and lecturer feedback is given. The streamed footage is recorded and given to apprentices to they can reflect in their own time about their and their team's performance.

Apprentices have access to online learning facilities including comprehensive clinical skills packages via clinicalskills.net, videos, quizzes, MOOC to further support skills development. These are all updated annually or more frequently if needed. Blended learning is integrated to engage apprentices, increase their knowledge and be a resource for further learning.

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

Practice learning

Practice learning is an integral part of the programme and apprentices undertake practice learning placements across a range of settings. These placements are where 'off the job' learning takes place. It is a requirement of the Nursing and Midwifery Council that both students and apprentices undertake a minimum of 2300 hours of practice and that they are supernumerary in practice placements. Placements are selected to ensure breadth of clinical experience and exposure to diverse client groups so that apprentices become proficient in meeting the holistic needs of people and can successfully demonstrate the communication, relationship management skills and nursing procedures defined in Annexes A and B of the Nursing and Midwifery Council's Standards of Proficiency for Registered Nurses (NMC, 2018). In addition, placement learning opportunities ensure the apprentice meets the EU requirements for clinical instruction. Each placement has a designated Link Lecturer from the University who is available to provide guidance to practice supervisors and practice assessors and apprentices where required.

All placements are preceded by timetabled preparation sessions which enable apprentices to consider their aims for the placement and the possible learning opportunities available, so that apprentices are able to recognise the full potential of learning situations. The session also covers the assessment of practice learning which is achieved using a Practice Assessment Document (PAD). The document provides a framework to guide, direct and assess placement learning at each stage of the programme and is used to assess professional values, proficiencies and skills relating to the seven NMC platforms. It also includes sections for the apprentice to record and reflect on their practice placement and any outreach activities they may have undertaken during the placement.

During their practice placements apprentices learn to provide direct care to service users, families and carers under the guidance and supervision of appropriately prepared practice supervisors and, where appropriate, registered health and social care professionals from other disciplines. At the end of each placement the Practice Assessment Documents are reviewed in order to identify apprentices' achievements and the range of workplace activities undertaken. The course team use this information to inform module teaching and programme development and to ensure theory and practice remain well aligned.

Assessment Method

The assessment of apprentices' learning is staged throughout the academic year to ensure coherence and an even, manageable workload. Each assessment has a formative element which allows apprentices to develop their ideas, seek feedback and maximise success at the summative submission. Apprentices are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their future assignments and academic skills and achieve their full potential. The first assessment has a low weighting and is scheduled early in the first semester of Year/Part 1, with the aim of providing early feedback and guidance. Assignments are assessed using an online marking rubric to ensure transparency and facilitate feedback and feed-forward. A range of assessment types are employed and include examinations, essays, reports, presentations and practical assessments which take place in both the Clinical Skills and Simulation Suite and the workplace. Wherever possible, theoretical assessment tasks aim to be authentic, building

upon experiences in practice and are used to demonstrate clear linkages between theory and practice. Apprentices build a portfolio of evidence throughout the programme and this is used to prepare a capstone assignment in Part 3 which reflects part of the requirements for the revalidation process all Registered Nurses are required to undertake by the Nursing and Midwifery Council to maintain their registration.

All apprentices are allocated a different academic assessor for each Part of the programme in accordance with NMC requirements. The academic assessor will collate and confirm apprentice achievement of proficiencies and programme outcomes in the academic environment at each progression point.

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

E. Support for Students and their Learning

The School of Nursing recognises that the nursing programme is a demanding course both personally and academically and in recognition of that, a strong emphasis is placed on apprentice support. Apprentices are supported by a number of roles which provide a matrix approach throughout the programme.

Apprentices have a range of support resources upon which to draw, which includes the following:

- **Course Leader:** The Course Leader helps apprentices to understand the structure and requirements of the course, in association with the course team. The Course Leader is responsible for the organisation and management of the programme and overall monitoring of apprentice progression.
- **Module leader and teaching team:** the module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The module team will refer apprentices in need of additional support.
- **Personal Tutor Scheme:** Pastoral care is a strong feature of the BSc Nursing degree. It is recognised that the combination of work, study and personal family commitments can be challenging. Every apprentice is allocated a named personal tutor who provides a constant presence and continuity of support throughout the programme, encouraging and motivating their tutees. Regular personal tutor group tutorials are timetabled to facilitate group support at key points. Apprentices have regular one-to-one meetings with their personal tutor to monitor their progression and development. Apprentices are also able to contact their personal tutor for further academic and pastoral support, as required. Where appropriate, the personal tutor will refer apprentices to the School's dedicated specialist lecturer for academic support who can provide one-to-one assistance with academic skill development or other university support services as required.
- **Specialist lecturer with a remit for academic support:** apprentices are able to self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g. dyslexia)
- **Academic Skills Centres:** self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one to one support.

- **Canvas:** The University uses Canvas as its virtual learning environment which provides a versatile, interactive learning platform.
- **IT support:** Canvas has its own dedicated 24-hour support available to apprentices. Additional IT support can be accessed via 'My Kingston'.
- **Faculty Student Achievement Officer:** This is a non-academic role which provides pastoral support and advice. Apprentices can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement

Officer is able to sign-post apprentices to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.

- Access to high quality learning resource centres (LRC), online learning facilities and other learning support. LRC support staff offer academic skills development both within the LRC and also integrated into module delivery.
- Qualified disability advisor who gives guidance on reasonable adjustments and support for the apprentice and advises academic staff.
- Confidential counselling and pastoral support, including mental health support services.
- Comprehensive occupational health services if required, beyond the employing organisation's own provision.
- Student support facilities that provide advice on issues such as finance, Health and Wellbeing (including counselling), Faith and Spirituality regulations, legal matters, accommodation, international student support etc. are available to all apprentices.
- The Students' Union
- Dyslexia and disability support (including support for Mental Health concerns). Apprentices with dyslexia and/or disability have access to support at both universities.
- Apprenticeship tripartite review meetings: These are held three times in each part of the programme between the apprentice, employer and university (normally personal tutor) to review the apprentice's progress and support needs. The frequency of the meetings is confirmed in the apprenticeship Commitment Statement which is issued at the start of the course and signed by the employer, the apprentice and university. It summarises the schedule, roles, responsibilities and funding to support the successful completion of the apprenticeship.

In addition, there are a number of other key non-academic roles which provide support for apprentices, such as Professional Support Staff and the Admissions Team.

In clinical practice, apprentices are supported by practice supervisors and practice assessors and a range of other nursing and health and social care professionals. Apprentices are allocated to suitably prepared practice supervisors and practice assessors in each placement. Further specific support may also be available such as Practice Educators and student placement coordinators. Each clinical area is supported by a Link Lecturer, a member of Faculty staff, who is available to provide support to apprentices and clinical staff if required. Academic Zone Leads are responsible for liaising with each organisation within a zone and coordinating support provided by Link Lecturers.

Extra-Curricular activities

Apprentices benefit from a wide range of activities which allows them to engage with opportunities both within and beyond the realms of the course:

- The Nursing Society provides extra-curricular activities for students and apprentices and has facilitated a number of collaborations with staff.
- The Student Academic Development Research Associate Scheme (SADRAS) is a Kingston University (KU) initiative which allows students/apprentices to undertake a research project with an academic partner.
- There are numerous other opportunities for roles through volunteering, sports and societies. The Kingston Award is a scheme that allows students & apprentices to gain recognition for this work and can be used to enhance their CVs when applying for those all-important first jobs.

F. Ensuring and Enhancing the Quality of the Course

The University has a number of approaches for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Staff Student/Apprentice Consultative Committee
- Boards of study with student/apprentice representation
- Annual Monitoring and Enhancement processes
- Internal Subject Review
- Student/apprentice evaluation including Module Evaluation Questionnaire (MEQs), level surveys, the National Student Survey (NSS) and evaluation of practice placement experiences
- Moderation policies
- Feedback from employers
 - Consultations and feedback with employers, practice partners and service users
- In addition, for apprenticeship programmes
 - Apprenticeship employer engagement meetings
 - Monitoring of the apprentice's journey and achievement of the programme requirements including achievement of the requirements in the RNDA apprenticeship standard and NMC standards and proficiencies and on the job learning that has been achieved on placements.

G. Employability and work-based learning

This programme has been designed to fulfil the requirements of the Nursing and Midwifery Council and the Institute for Apprenticeships Registered Nurse Degree (NMC, 2018) Apprenticeship Standard ST0781 and as such prepares apprentices for employment as registered adult nurses. The close partnership with stakeholders, including service users, employers and practice partners in developing and evaluating our curriculum helps to ensure our apprentices are appropriately prepared. Professional values are embedded and assessed throughout the programme, so that apprentices' understanding is enhanced, e.g. in respect of accountability, compassion and respect, confidentiality and person-centred care. In addition, aspects of the Part 3 taught content, provides direct preparation for registration as an adult nurse. Career progression can be achieved through experience and post-qualifying education.

Registration with the Nursing and Midwifery Council

On successful completion of the programme apprentices have five years to register their award with the NMC. In the event of an apprentice failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in the NMC standards.

Work-based learning, including sandwich courses and higher or degree apprenticeships

n/a

H. Other sources of information that you may wish to consult

Institute for Apprenticeships: *Registered Nurse Degree (NMC, 2018) Apprenticeship Standard ST0781*. Available at:
[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)

Institute for Apprenticeships: *End-point assessment plan for registered nurse non-integrated Degree apprenticeship standard*. Available at:
https://www.instituteforapprenticeships.org/media/4278/st0781_registered_nurse_l6_e_pa-adjustment-for-publication_27052020.pdf

Newell, R. and Burnard, P. (2011) *Research for Evidence-Based Practice in Healthcare*. 2ndEd. Chichester: John Wiley & Son.

NMC (2018) Future Nurse: Standards of proficiency for registered nurses
 NMC (2018) Part 2: Standards for student supervision and assessment
 NMC (2018) Part 3: Standards for pre-registration nursing programmes

All available at: <https://www.nmc.org.uk/standards/standards-for-nurses/>

NHS (2018) A Health and Care Digital Capabilities Framework:
<https://www.hee.nhs.uk/sites/default/files/documents/Digital%20Literacy%20Capability%20Framework%202018.pdf>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5				Level 6			
	NG4103	NP4100	NG4104	NA4104	NA5108	NG5105	NP5100	NA5107	NP6100	NA6112	NA6110	NA6111
Knowledge & Understanding	A6									S	S	S
	A5			S	S	S		S		S		S
	A3	S	S			S	S	S				
	A2		S		S	S	S	S		S		

	A 1	S	S	S	S	S	S	S	S				
	A 4		S	S	S	S	S		S				S
Intellectual Skills	B 4											S	S
	B 1										S	S	S
	B 2										S	S	
	B 3		S	S	S			S	S		S		
Practical Skills	C 7			S		S	S	S		S			S
	C 6					S		S	S				S
	C 5											S	S
	C 4					S		S		S	S		S
	C 3								S	S	S		S
	C 2		S	S	S	S	S	S	S	S			
	C 1		S	S	S	S		S	S	S			S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.