

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Registered Nurse Degree Apprenticeship (RNDA) (Learning Disabilities/Mental Health)
1.7 Mode and Duration of Study:	Full Time – 2 Years
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100290
1.10 Collaborative Provision Arrangement:	Not Applicable
1.11 Admission Criteria:	<p>Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. Apprentices must have achieved a minimum of a first degree (2:2 or above) Apprentices will be required to demonstrate values in accordance with The NMC Code (2018) Professional standards of practice for nurses, midwives and nursing associates and capability to learn behaviours in accordance with The Code.</p> <p>Apprentices are required to be in employment in an appropriate healthcare setting for a minimum of 37.5 hours per week.</p> <p>Submission of Portfolio of Evidence for consideration of prior learning (RPL)</p> <p>Applicants will also need satisfactory:</p> <ul style="list-style-type: none"> • Occupational Health Assessment • Disclosure and Barring Service (DBS) Enhanced Disclosure • Annual Self-Declaration • Interview
1.12 Accrediting Professional Body/PSRB	Nursing and Midwifery Council (NMC)
1.13 QAA Subject Benchmarking Group(s):	Not Applicable

1.14 Other External Points of Reference:

The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021)
Part 1: Standards Framework for Nursing and Midwifery Education (NMC, 2023)
Part 2: Standards for Student Supervision and Assessment (NMC, 2023)
Part 3: Standards for pre-registration nursing programmes (NMC, 2023)
Standards of proficiency for registered nurses (NMC) (2018)
IfATE: Registered Nurse (NMC, 2018) Standard
The Code (NMC, 2018): Professional standards of practice and behaviour for nurses, midwives and nursing associates
English

1.15 Language of Study (for learning, teaching and assessment):**1.16 Work-Based Learning Arrangements:**

The apprentice nurse will undertake a minimum of 2300 hours of practice-based learning across the duration of the programme, as outlined in the NMC Standards for pre-registration Nursing programmes (2023).

1.17 Arrangements for Distance Learning:

Not Applicable

1.18 Original Date of Production:

April 2023

1.19 Date of Commencement:

May 2024

1.20 Review Date:

By April 2030

2. Programme Outline

This two-year postgraduate degree programme has been developed for individuals who hold an undergraduate degree (achieving a classification of 2:2 or above) and aspire to advance their careers in the field of nursing. Designed with a keen focus on facilitating eligibility for registration with the Nursing and Midwifery Council (NMC) as a Registered Nurse (Learning Disabilities / Mental Health), the programme is delivered within a supportive and conducive learning environment.

Structured with a comprehensive array of both theoretical and practice-based learning modules, apprentices will embark on a journey to cultivate their expertise, skills, and professional practice, thereby evolving into healthcare leaders and pioneers. This transformation will empower them to proficiently coordinate and administer high-quality, safe, person-centred care in accordance with the NMC (2018) Standards of Proficiency for Registered Nurses, encompassing the following platforms:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care

4. Providing and evaluating care
5. Leading and managing care and working in teams
6. Improving safety and quality of care
7. Coordinating care
8. Annexe A: Communication and relationship management skills
9. Annexe B: Nursing procedures

Aligned with the guidelines of the NMC (2023) Standards for pre-registration nursing programmes, the programme encompasses a total of 4600 hours of dedicated study, with a minimum of 2300 hours dedicated to clinical practice. This hands-on experience amounts to 50% of the programme.

During the first year, apprentices will engage in an insightful exploration of contemporary nursing issues, delving into the socio-political, cultural, and economic context that shapes modern healthcare delivery. The curriculum will impart an understanding of person-centred care, supported by in-depth studies of anatomy, physiology, and pharmacology, bolstered by high-fidelity simulations to solidify learning. Additionally, apprentices will explore the intricate relationship between health and social determinants, comprehending how factors such as poverty, housing, education, and class can impact individuals with physical, mental health, or learning disabilities.

Year 1 will also include a comprehensive analysis of specific health needs, encouraging apprentices to advocate for health equity and justice, with a particular emphasis on reducing inequalities. Throughout the programme, a core principle of "parity of esteem" will be upheld, ensuring mental health is accorded the same importance as physical health, as enshrined in the Health and Social Care Act 2012.

In Year 2, the focus will shift towards honing robust healthcare case-management skills, equipping apprentices to lead, manage, and oversee evidence-based, high-quality nursing care effectively. A profound grasp of patient information collection and synthesis, alongside the ability to manage complex situations and interprofessional collaboration, will empower apprentices to foster safety and prevent harm. The curriculum will also emphasise quality improvement and research application, enabling apprentices to drive positive change and enhance care delivery.

The programme places a strong emphasis on aligning with the core values of the NHS Constitution, promoting collaborative, respectful, compassionate, and quality-oriented care. Upon successful programme completion, graduates will be eligible to apply for registration as a Registered Nurse with the Nursing and Midwifery Council, paving the way for a rewarding and impactful career in nursing.

Admissions Criteria

Applicants for the programme will be selected using a value-based recruitment process. Apprentice numbers will be discussed regarding potential placements with local healthcare employers. The input from service users will be part of the recruitment process.

Potential applicants applying must demonstrate the following on entry to the programme:

- Suitability for their intended field of nursing practice: mental health or learning disabilities nursing
- Values in accordance with The NMC Code (2018) Professional standards of practice for nurses, midwives and nursing associates
- Capability to learn behaviours in accordance with The Code

Applicants to the programme will be required to complete a self-declaration form on enrolment, annually and at any time during the programme if there is a change in their circumstances. Any disclosures of a positive criminal conviction will be referred to the Criminal Conviction Panel for further review. Significant health issues will be reviewed by an external company who will submit a report to Plymouth Marjon University Central Compliance Team who will inform the Programme Lead if further action is required.

Recognition of Prior Learning (RPL)

In accordance with the University's Admissions Policy and Procedures, evidence of prior certificated learning and/or prior experiential learning appropriate to the named award will allow an apprentice to apply for admission to a programme of study with specific credit. The University will make an academic judgement as to whether the learning is appropriate to the named award and will state acceptance of prior experiential learning in the formal offer letter to the applicant. Documents and evidence relating to admission with credit will be retained in the apprentice's file throughout their registration.

In accordance with NMC (2023) requirements, applicants with a previous degree may apply for RPL via submission of a Portfolio of Evidence to support achievement of Plymouth Marjon University Stage 1 pre-registration Module Learning Outcomes at Level 7, mapped to the Standards of proficiency for registered nurses. Depending on Learning Outcomes evidenced and approved by the External Examiner, prior learning will be recognised, providing admission to the 2-Year MSc Pre-registration Nursing programme at an appropriate point of entry, provided all other requirements are satisfactorily met.

In accordance with NMC (2023) requirements, qualified registered nurses with a L6 BSc (Hons) Nursing qualification wishing to obtain a *2nd register in another field of nursing* may apply for RPEL via submission of a Portfolio of Evidence. Registered nurses must be currently registered with the Nursing and Midwifery Council with an active PIN and no restrictions on practice and demonstrate achievement of Module Learning Outcomes at Level 7, mapped to the Standards of proficiency for registered nurses. Depending on Learning Outcomes evidenced and approved by the External Examiner, prior learning for the BSc (Hons) Nursing programme may be recognised and may exceed the maximum 50% permitted in accordance with NMC regulations. Provided all other requirements are satisfactorily met, the registered nurse may be permitted to join the programme at an appropriate entry point according to RPL awarded.

Fitness to Practise

The University has a responsibility to ensure that students are fit to practise and must adhere to regulatory advice provided by the University. Student Programme Handbooks provide information about the standards of behaviour expected. It is the students' responsibility to familiarise him/herself with the provisions and requirements of the relevant University and employer. Any student departing from the guidance given may be subject to consideration by the Fitness to Practise procedure.

2.1 Integrating Sustainability into the Curriculum

Sustainable healthcare is defined by the Academy of Royal Colleges as providing good quality care for our future by balancing the economic, environmental, and social constraints and demands in the health care setting. A sustainable healthcare system maintains population health, reduces disease burden, and minimises the use of healthcare services. The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all apprentices who pass through the programme. For example, we will reduce our impact on the environment using e-learning, e-submission, and e-books.

The programme team will also promote apprentice wellbeing and help to develop resilience through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities, and cultural diversity. Apprentices will be invited to develop Peer Assisted Learning (PAL) as the course develops to ensure those new to the programme are supported and adapt to university life and study. In addition, there will be support for apprentices on clinical placement and a week to return to university during placement to debrief, reflect and raise any concerns that will be factored into the programme.

Higher Education is recognised as an important ground for the application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning, clinical simulation and project-based learning are used to develop systemic thinking and analysis. The university has committed to reaching net-zero carbon emissions by 2030, limited to scope 1 and 2 emissions but will also include targeted reductions in scope 3 emissions.

Simulation can provide a systems-thinking, active learning environment to teach and embed sustainable education in the future workforce. We will provide specific sustainability-based simulation education, providing opportunities for apprentices to connect their personal practice to the global climate challenge. This will help apprentices to develop new ways of thinking resulting in creative solutions to reduce the impact of healthcare on the current global climate change crisis whilst maintaining quality patient care.

We acknowledge the high resource use and potential environmental impact that simulation education can produce but are committed to having a suitability-first approach. We will embed the key principles of reduce, reuse and recycle with the aim where possible to minimise the use of single use consumable items and minimise the carbon footprint of clinical simulation.

3. Distinctive Features

The MSc Pre-registration Nursing programme offered by Plymouth Marjon University is a distinctive and comprehensive postgraduate programme designed to prepare nursing apprentices for professional roles with a strong emphasis on interprofessional collaboration, compassionate care, and holistic practice. This programme is grounded in the core values of the university, promoting the development of future nursing professionals who are not only competent but also compassionate agents of change in complex healthcare environments.

Person-Centred Approach and Inclusion: The curriculum is underpinned by a commitment to person-centred care, operationalised through active engagement with individuals who use services across various initiatives. Apprentices gain valuable insights into the far-reaching impact of care on different demographic groups, fostering an intricate appreciation of the distinct needs and perspectives of diverse individuals.

Research and Innovation: The programme champions evidence-based practice, affording apprentices opportunities to engage in research undertakings, quality improvement projects, and pioneering healthcare practices. By nurturing a culture of critical inquiry and effective problem-solving, apprentices graduate equipped to actively contribute to the advancement of nursing practice.

Practice-Based Learning and Assessment: The programme adheres to the Nursing and Midwifery Council (NMC) Standards for student supervision and assessment with Practice Supervisors guiding and supporting apprentices throughout their clinical placements. These experiences encompass a diverse array of clinical contexts, cultivating skills in care delivery, medicines management, and other essential competencies.

Experienced Practice educator facilitators: Apprentices will be supported by experienced practice educator facilitators employed by the university, to complement the guidance, supervision and support of apprentices in placements. Practice educator facilitators will create a supportive learning environment where apprentices will feel comfortable asking questions, seeking guidance, and sharing their experiences and help to coordinate high quality learning experiences. Apprentices will develop communication, critical thinking, clinical decision-making and problem-solving skills to improve and develop competence.

Ethical and Cultural Competence: The programme espouses ethical decision-making and cultural competence as central to the curriculum and apprentices are furnished with the tools and acumen required to deftly navigate complex ethical dilemmas and administer culturally sensitive care. This preparation readies them to furnish equitable and inclusive healthcare services.

Interprofessional Collaboration and Holistic Care: The programme places a distinct emphasis on interprofessional learning as a foundational element of contemporary healthcare provision. Apprentices will actively participate in collaborative learning experiences alongside professionals from diverse disciplines such as osteopathy, doctors, pharmacists, physiotherapists, social workers, occupational therapists, speech and language therapists, paramedics, and more. This immersive approach fosters comprehension of holistic person-centred care, culminating in the delivery of comprehensive and integrated healthcare services.

Immersive Simulation and Practical Skills: Central to the programme is the immersive simulation experience, facilitated by our state-of-the-art 4-bed Acute Hospital Ward Setting. This environment

mirrors real-life hospital scenarios and equips apprentices with hands-on experience in clinical decision-making, critical thinking, and communication skills. Additionally, a mock-up flat provides apprentices with exposure to community and home care settings, enhancing their adaptability and readiness to practice in diverse care environments.

Master Classes and Expert Learning: A hallmark of the programme is the Master Class series, where apprentices have the opportunity to learn from expert practitioners and engage in critical discussions on specialized nursing topics. These classes not only deepen apprentices' knowledge but also cultivate their critical thinking abilities, preparing them to navigate complex healthcare challenges.

Professional Development and Lifelong Learning: Beyond immediate practice, the programme instils a commitment to lifelong learning and professional development. Graduates are prepared to pursue advanced certifications and engage in continuing education to contribute to the advancement of nursing practice and stay current in a rapidly evolving healthcare landscape.

4. Programme Aims

The aims of the programme are to:

1. Develop and cultivate graduate nurses who exhibit proficient competence, empathetic confidence, and professional accountability, whilst upholding the NMC (2018) standards and Code in mental health or learning disabilities nursing practice.
2. Develop confident and competent graduate nurses who practise autonomously, compassionately, skilfully and safely while maintaining dignity and promoting health and wellbeing of patients and clients mental health or learning disabilities nursing practice.
3. Empower graduate nurses with the transformative ability to lead, innovate, manage, and provide person-centred excellence across diverse settings in mental health or learning disabilities nursing practice.
4. Facilitate the development of contemporary knowledge, skills, and ethical values that enable graduate nurses to collaborate effectively with individuals, families, carers, and the wider health and social care team.
5. Foster independence and promote the cultivation of transferable skills, resilient, reflective, and evidence-based practice that supports lifelong learning.
6. Develop graduates who will contribute to the implementation of quality improvement strategies, thereby ensuring the delivery of safe, effective, and exceptional nursing care across a spectrum of healthcare contexts in mental health or learning disabilities nursing practice.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme apprentices should be able to demonstrate:

1. A systematic grasp of ethical, legal, and professional principles in healthcare to advance equality, diversity, dignity, and compassionate care within one's professional scope in mental health or learning disabilities nursing practice.

2. The application of advanced principles, knowledge, skills, and professional behaviours for intricate nursing assessment, planning, implementation, and evaluation of safe, high-quality, person-centred care for complex health needs in mental health or learning disabilities nursing practice.
3. Critical analysis of health promotion and disease prevention principles, employing advanced interpersonal skills to enhance the physical and mental wellbeing of individuals across the lifespan and various settings, addressing lifestyle change challenges in mental health or learning disabilities nursing practice.
4. Critical evaluation and synthesis of the significance of interprofessional teamwork and integrated care delivery in holistic healthcare provision across sectors, encompassing the NHS, private, independent and voluntary organisations.

Intellectual skills:

By the end of this programme apprentices should be able to demonstrate:

5. Advanced communication skills, critical reflection, and autonomy as a learner, demonstrating commitment to personal and professional growth, including resilience.
6. Critical thinking, problem-solving, and investigative skills to assess, analyse, interpret, and evaluate healthcare information, assessing its quality and pertinence to care in mental health or learning disabilities nursing practice.
7. The ability to lead systematic and critical assessment of personal and peers' capabilities, performance, and development, employing strategic management methods in intricate and unpredictable contexts in mental health or learning disabilities nursing practice.
8. Critical analysis and evaluation of the requisite skills for accessing, inputting, and analysing information using diverse verbal, non-verbal, written, and digital communication techniques.

Practical skills:

By the end of this programme apprentices should be able to demonstrate:

9. A critical comprehension of safe and effective communication, utilising a range of interpersonal skills and technological methods, to support individuals, families, carers, and the broader healthcare team in complex and unpredictable scenarios in mental health or learning disabilities nursing practice.
10. A critical grasp of the foundation principles essential for the safe and precise execution of diverse competencies, facilitating advanced assessment, planning, implementation, evaluation, and management of complex care across the entire lifespan and within diverse contexts in mental health or learning disabilities nursing practice.
11. A critical and methodical command of diverse approaches for assessing, recognising, and proficiently managing risk within the confines of established frameworks and risk assessment tools, competently addressing, escalating, and managing concerns as per necessity in mental health or learning disabilities nursing practice.
12. Critical analysis of collaborative and partnership-based interaction with individuals, their families, carers, and interdisciplinary team members, harmonising efforts to deliver

integrated, person-centred care, while astutely recognising and embracing personal limits and professional boundaries in mental health or learning disabilities nursing practice.

Transferable / key skills:

By the end of this programme apprentices should be able to demonstrate:

13. Essential transferable skills with a foundation in professional values, personal responsibility, and accountability for future employment in mental health or learning disabilities nursing practice.
14. Attainment of a profound comprehension of critical reflection and reflective practice, aligning with the values and conduct of a Registered Nurse.
15. Adept situational judgment, skilfully analyse and synthesise clinical decisions, fostering care provision, quality enhancement, and equitable healthcare access for individuals' well-being in mental health or learning disabilities nursing practice.
16. Systematic and critical self-evaluation, applying key techniques for personal and professional growth, while effectively supporting others in their learning journey.

6. Learning and Teaching Methods

The University values are at the heart of all learning and teaching.

The key principles which underpin the strategy include:

- a) Holistic and pedagogical approaches
- b) Personal and career development
- c) Creative learning communities
- d) Authentic curriculum and assessment design

Holistic and pedagogical approaches

The programme employs holistic and pedagogical approaches to ensure a comprehensive educational experience that addresses diverse individual needs and prepares apprentices for continued academic study and clinical practice placements. The curriculum aims to nurture growth in multiple dimensions, including cognitive, emotional, social, physical, and spiritual aspects. The programme's teaching strategies encompass various areas:

- **Cognitive:** Fostering intellectual development, critical thinking, problem-solving, and knowledge acquisition.
- **Emotional:** Cultivating emotional intelligence, self-awareness, empathy, and emotional regulation.
- **Social:** Enhancing interpersonal skills, collaboration, communication, and building healthy relationships.
- **Physical:** Promoting physical health, wellness, and a healthy lifestyle.
- **Spiritual:** Exploring values, ethics, and personal beliefs shaping one's worldview.

To create an enriching learning environment, the programme employs a variety of pedagogical approaches, such as lectures, seminars, problem-based learning, coaching and mentoring, clinical

simulation, eLearning, master classes, workshops, tutorials, and more. This diverse range of teaching methods accommodates different learning preferences and aims to engage learners effectively. Apprentices are encouraged to actively participate in their learning journey, taking ownership of their educational growth, and developing the necessary knowledge, skills, and professional attributes required to become proficient registered nurses.

Personal and career development

The programme actively fosters personal and professional growth by integrating activities, resources, and support mechanisms. These components enable apprentices to acquire the necessary knowledge, skills, and clinical competencies for academic and career success. Self-assessment and reflection guide goal-setting for academic achievements, practice accomplishments, and future career aspirations. Transferable skills like communication, critical thinking, problem-solving, leadership, and teamwork are emphasized, alongside ethical behaviour, integrity, and professionalism in academic and practice contexts. Networking opportunities with professionals, mentors, and peers provide insights, advice, and potential employment prospects. The programme collaborates with Marjon's Career and Employability team and practice placement providers to assist in job applications, interview preparation, and career guidance. NMC registrants on the programme offer specialised guidance on nursing pathways, specialties, and career fairs. The programme's integrated teaching and experiential learning empower apprentices to explore nursing pathways and diverse specialties, facilitating informed career decisions. Exposure to various nursing specialties cultivates transferable skills applicable across disciplines, particularly beneficial in complex healthcare environments.

Creative learning communities

The programme's learning and teaching strategy emphasises a creative and innovative learning environment that encourages critical thinking, exploration, and collaboration among apprentices and staff. Apprentices are empowered to take ownership of their learning, experiment with new ideas, and approach challenges from diverse perspectives, fostering curiosity and discovery. The Marjon Campus offers various physical spaces to support group discussions, debates, case studies, simulations, and collaborative problem-solving activities. Access to advanced learning tools, including clinical simulation, enables the integration of practical and theoretical learning, enhancing critical thinking and clinical reasoning skills for safe and effective care across different settings.

Authentic curriculum and assessment design

The curriculum and assessment strategy, crafted by nurse academics with input from stakeholders, is authentic and aims to bridge the gap between academic learning and real-world nursing practice. This design fosters deeper understanding, critical thinking, problem-solving, and transferable skill development. Learning experiences and assessments mirror the multiple and complex challenges encountered by nurse registrants, encouraging critical thinking and integrated concept application. Opportunities emphasise using theoretical knowledge in real-world contexts and teamwork for solving complex issues collaboratively. Reflection promotes self-awareness, critical evaluation, and ongoing improvement, while feedback and revision nurture versatile and adaptable skills

applicable across contexts. This approach draws from various disciplines, fostering interdisciplinary thinking.

Digital Literacy

The programme's design incorporates various digital platforms and technologies to nurture digital literacy, a vital competency for future nurses in line with the NHS 'A Health and Care Digital Capabilities Framework' (2018). Integrated across modules and practice placements, apprentices learn to employ, comprehend, and critically assess diverse technologies, systems, and information sources. This equips them to manage patient records accurately, communicate efficiently within interdisciplinary teams, engage in evidence-based research, and pursue ongoing professional development. Hands-on experiences throughout the programme cultivate practical skills in utilizing electronic health records (EHR) systems, telehealth platforms, and mobile applications, enabling precise patient information management, collaborative teamwork, and remote consultations when needed.

Moreover, the curriculum cultivates critical thinking abilities to evaluate online health information credibility and relevance for evidence-based decision-making. Ethical and legal considerations outlined in the NMC Code (2018) guide apprentices in maintaining patient privacy and cybersecurity when interacting with digital platforms. As capable technology users, graduates will harness digital tools to elevate patient outcomes, communication, and nursing knowledge advancement. An initial diagnostic assessment gauges apprentices' proficiency upon entry, with support available through PMU Digital Innovation as needed.

Literacy

The programme design emphasises literacy as a foundational nursing skill encompassing effective communication, critical reading, and clear writing, all pivotal for delivering safe and compassionate patient care. The curriculum intentionally cultivates literacy skills, enabling apprentices to comprehend, analyse, and convey complex information. Learners will acquire the ability to interpret healthcare literature, critically assess research findings, and communicate proficiently with patients, families, and interprofessional colleagues.

Through immersive experiences, apprentices will enhance literacy competence by mastering precise and clear documentation of patient assessments, care plans, and interventions, ensuring accurate transmission of patient data. Engaging in discussions will foster critical thinking, boosting their capacity to understand and evaluate pertinent literature for evidence-based practice. Active listening skills will be developed to empathetically connect with patients, address concerns, and provide person-centred care. Navigating sensitive conversations and complex healthcare scenarios will further promote effective interpersonal communication and collaboration. Upon completion, graduates will excel in conveying information clearly and compassionately, whether through documentation, verbal interactions, or professional presentations, fostering meaningful dialogues and patient advocacy.

Numeracy

The programme design underscores numeracy as a foundational skill crucial for safe and effective nursing practice. Robust numerical skills are essential for accurately interpreting patient data, administering medications, assessing vital signs, and collaborating with interdisciplinary teams for comprehensive person-centred care. The curriculum enhances numeracy competence, encompassing basic arithmetic and the ability to analyse, interpret, and apply numerical information in clinical scenarios. Apprentices will learn to calculate medication dosages, interpret laboratory values, assess patient trends, and make evidence-based decisions grounded in quantitative clinical data.

Practical experiences throughout the programme will bolster numeracy skills, teaching apprentices to precisely measure and document vital signs, calculate medication dosages according to patient weight and requirements, and interpret diagnostic test results to provide holistic care. Critical thinking abilities will be honed to analyse and evaluate research studies featuring numerical data, enabling informed contributions to evidence-based nursing practices. Apprentices will master the art of effectively conveying numerical information to patients and colleagues, fostering transparent and informed care discussions. Upon completion, graduates will emerge as adept interpreters of numerical information, confidently handling quantitative aspects of patient care and advancing nursing knowledge.

Technology Skills

The programme acknowledges the indispensable role of technical skills in ensuring effective and safe patient care. Mastery in operating medical equipment, specialised tools, and technology is pivotal for delivering comprehensive care, accurate assessments, and timely interventions tailored to the diverse demands of patients across varied healthcare contexts. Technical skills will be honed through clinical simulations and practice placements, initially guided by direct supervision. Apprentices will be guided in understanding the significance of adhering to their scope of practice, assuming responsibility for orientation during placements, and seeking appropriate training for all devices and technologies to ensure their safe and suitable application. Aligned with the NMC (2018) Standards of Proficiency for Registered Nurses, Annex B: Nursing Procedures, upon completion, nurses must exhibit the capacity to deliver nursing intervention and support for individuals spanning all age groups requiring nursing procedures throughout the assessment, diagnosis, care, and treatment processes, encompassing mental, physical, cognitive, and behavioural health challenges. When individuals possess disabilities or specific cognitive needs, it is vital that reasonable adjustments are undertaken to guarantee the secure execution of all procedures.

Safeguarding, the Prevent Duty and the Equality Act 2010 for Registered Nurse Apprentices

The programme will provide apprentices with information for safeguarding (not limited to children and at-risk adults) and the prevent duty, for them as individuals, and their 'people who use services', and for their time at Plymouth Marjon University, in the workplace or on placement, and, where appropriate, outside of study and work.

Health and social care providers (e.g., NHS Trusts) have specific requirements to fulfil under the Prevent duty. The Prevent duty's scope includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics as set out in the Equality Act. Effective learning and work take place in the practice-based learning environment, during lectures and seminars, as well as in simulation and workshops, where there is tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics.

Apprentices at Plymouth Marjon University will be actively aware of the need to ensure that no individual in the protected group is discriminated against during university study days and in the practice-based learning setting. The protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Race
- Pregnancy and Maternity
- Religion or Belief
- Sex
- Sexual Orientation

British Values and the Equality Act 2010

For all level 6 apprenticeships, the curriculum includes the Prevent strategy's requirement for the need to focus and reinforce British Values. Throughout the programme, apprentices will be required to learn and demonstrate the knowledge, skills, and behaviours of British values. This is to ensure that apprentices understand the importance of mutual respect and that studies fully prepare apprentices for life in modern Britain. In 2014 the government set out the basic definitions of British Values as follows:

- **Democracy:** An understanding of how citizens can influence decision-making through a democratic process
- **The rule of law:** An appreciation that living under the rule of law protects individual citizens is essential for their wellbeing and safety.
- **Individual liberty:** An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- **Mutual respect:** An understanding of the importance of identifying and combating discrimination
- **Tolerance for those of different faiths and beliefs:** An acceptance that other people have different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminating behaviour.

The approach to teaching and learning on the programme is holistic and incorporates a range of pedagogical approaches, methods, strategies, and techniques including:

Method	Description
Blended Learning	The integration of technology and digital media online learning with traditional lecturer-led classroom activities, giving the learner more flexibility to customise their learning experiences.
Clinical Simulation	This will include small groups of learners in the clinical simulation suite with lecturer/practitioners to develop new clinical knowledge and practical skills in relation to the assessment, planning, implementing and evaluating of nursing care using technical high-fidelity 'virtual patients' across a range of healthcare settings.
Coaching and Mentoring	This is particularly relevant in simulated learning where apprentices will be coached to apply their new clinical knowledge and practical skills to assessing, planning, implementing and evaluating nursing care of 'virtual patients' with qualified members of the programme team and colleagues from clinical practice mentoring throughout the process.
E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Guest speaker	Using specialists from the field or representatives from the People who use services group to present to apprentices.
Highly Directed Study	Refers to a learning approach in which apprentices are guided and directed by lecturers or educational materials to engage with specific content, concepts, or tasks via structured learning to focus on particular topics or skills, with objectives, instructions, and resources provided by the lecturer. May include activities such as reading specific materials, completing assignments, participating in guided discussions, workshops, training programmes and practicing particular skills to ensure that apprentices cover essential content and develop key competencies.
Interprofessional Learning	Occasions when apprentices from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing person-centred healthcare
Lecture	Subject introduced and delivered by the teacher in a specific time which transmits information
Master Classes	Includes a series of workshops delivered by specialist clinical practitioners with specific learning outcomes related to a clinical topic e.g. Polypharmacy; Frailty; Falls Prevention; Diabetes through formal teaching, case studies and interactive activities to apply learning.
Online Resources	Include the University learning platform such as CANVAS where resources and materials relevant to the programme and individual modules, are stored and made available to apprentices during the programme. Apprentices will also have access to a range of additional Online resources for the purposes of completing relevant eLearning. This may include eLearning for healthcare modules provided by Health

	Education England (HEE); ClinicalSkills.net; Elsevier Clinical Skills and others.
Peer Learning	The process of apprentices learning with and from each other. This is usually facilitated through teaching and learning activities such as apprentice-led workshops, study groups, peer-to-peer learning partnerships, group work and simulated clinical practice.
Personal & Professional Development Planning	Apprentices take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practice Based Learning	A term used to describe learning undertaken while on placement. It's where nursing and health profession apprentices apply the knowledge and skills they've learnt during their studies, giving them the real-world experience, they need to be safe and effective practitioners
Seminar	These are an opportunity for apprentices to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation, adding detail to a lecture, or reporting back on some data collection tasks, for example
Service-User and Carer Perspectives	This is when an individual who accesses a specific service discusses their personal experience of the service provided to learners to help them understand the impact of healthcare issues and their management and treatments, as well as actions experienced as part of this, including positive and negative experiences, with the aim of improving future professional practice.
Tutorials	One-to-one teaching (apprentice to lecturer/Practice Educator) usually for counselling purposes based on the apprentice's work. This includes VLE (Virtual Learning Environment) based exercises and other software.
Workshops	A training workshop is a type of interactive training where participants carry out several training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

Learning for Advanced Professional Development: Our pedagogical approach immerses master's candidates in authentic learning activities mirroring the multiple complexities of healthcare, care, and nursing proficiencies they are preparing to excel in. Throughout the programme, apprentices engage in activities facilitating a seamless transition into both the professional workspace as registrants and their subsequent academic pursuits.

Individualised Learning Empowerment: Apprentices actively participate in shaping and tailoring their learning journey, exercising choice and negotiation in both individual and collaborative learning endeavours.

Cultivating an Integrated Learning Community: The programme fosters an environment where apprentices not only learn from faculty but also collaborate with peers within and beyond their professional community, nurturing a holistic understanding of their future nursing roles.

Informed by Rigorous Research and Best Practice: Our instructional methods are underpinned by scholarly research in effective education and clinical practice, incorporating feedback from apprentices and clinical programme leaders. Given nursing's substantial impact on healthcare, evidence-based care becomes integral to education, motivating apprentices to embrace lifelong learning and master research skills essential for their evolving careers.

Strategic Assessment and Insightful Feedback: Diverse and constructive assessment practices prioritise meaningful learning experiences while also facilitating smooth transitions to future academic endeavours. Formative assessment and forward-looking feedback empower apprentices to refine their work and make informed decisions about their educational progression.

Dynamic Technological Integration: Leveraging technology, we foster active individual and collaborative learning experiences, cultivating digital literacy and enabling the creation and exchange of digital resources through co-creative learning methods.

Nurturing Professional Growth: A spectrum of professional development opportunities enhances effective learning and teaching strategies, supporting both apprentices and practice educator facilitators engaged in teaching practice to elevate the apprentice learning experience.

6.2 e-Learning

In accordance with the 2017 Digital Capacity Framework by Health Education England (HEE), which underscores the imperative of cultivating technological competency for enhanced care delivery, our programme recognises the escalating role of digital resources in augmenting apprentice learning experiences. Hence, tailored to the advanced level of our Master's apprentices, our teaching and learning strategy judiciously employs the virtual learning environment to furnish comprehensive access to a plethora of resources. These encompass discourse forums, learning materials spanning audio files, interactive learning objects, lecture capture, and performance analysis technology. Our pedagogical approach encompasses a sophisticated integration of digital technology, ensuring apprentices' adeptness with digital tools throughout the programme's modules. Furthermore, apprentices are granted access to the University's expansive computer facilities, thereby fortifying their scholarly pursuits.

In our commitment to nurture digital literacy and technological proficiency, we adopt a blended learning methodology. This encompasses an array of platforms such as Canvas, the flipped classroom model, and a suite of e-learning packages. Among these are distinguished platforms like Elsevier's A&P Connect, Laerdal's vSim and Simtics SimTutor, and an electronic workbook through

InPlace/ARC Technology. Through regular engagement with tools like Safe-medicate/Sn@p AE, apprentices cultivate the self-assurance necessary for healthcare numeracy skills application in clinical assessments and precision in drug calculations, thereby ensuring the safe administration of medications.

Expanding the horizon of knowledge and expertise in vital proficiencies, apprentices have access to clinicalskills.net, further enriching their grasp of medicines management and other essential proficiencies. The Canvas platform constitutes the nucleus of our directed and e-learning activities, seamlessly linked to the 'e-Learning for health' hub, an extensive repository of over 450 programmes provided by Health Education England (HEE). This repository covers a spectrum of subjects, including hospital fall prevention and cultural competence, assiduously contributing to our apprentices' holistic skillset development.

7. Modes of Assessment

A meticulous and multifaceted assessment strategy, tailored to the rigor of a Master's level, will ensure precision, validity, and reliability, encompassing the evaluation of requisite professional and practical aptitudes.

Academic assessment intricately weaves theoretical constructs with professional practice, where numerous evaluations draw upon real-world learning encounters or employ scenario-based methodologies. The assessment framework comprises both developmental formative assessments and conclusive summative evaluations. An apprentice-centric amalgamation of assessment methodologies will be employed, ensuring that summative assessments harmoniously align with modular learning outcomes while fostering the honing of pivotal, transferrable employability competencies.

Within practice placements, nursing apprentices receive guidance from adept Practice Supervisors and undergo formal evaluations by qualified Practice Assessors, meticulously adhering to the NMC (2023) Standards for student supervision and assessment. This process employs the endorsed South PAD Practice Assessment Document for Nursing alongside the On-Going Achievement Record (OAR). These documents are mapped to the NMC (2018) Future Nurse: Standards of proficiency for registered nurses and universally applicable for all nursing apprentices at the point of professional registration. The South PAD documentation encapsulates both formative and summative facets of the assessment journey, encompassing professional values, proficiencies, skills, medicines management, and episodes of care. The document maintains a binary Pass/Fail framework, encompassing Parts 1, 2, and 3. In the event of a referral during placement, a targeted action plan is devised collaboratively by the apprentice, practice assessor, and academic assessor, aiming to fortify achievement in the subsequent placement. The Practice Assessor, in unison with the designated Academic Assessor from the programme team, verifies the attainment of nursing apprentice proficiencies and pertinent practice learning outcomes and agree on apprentice progression.

The assessment strategy of the programme is designed to accommodate both academic and practice-based modules, reducing cognitive load and stress by distributing assessments thoughtfully throughout the curriculum. This approach allows apprentices to focus on their learning, leading to more targeted assessments. By emphasizing focused learning and assessment, the programme encourages apprentices to critically analyse information, evaluate evidence, and apply knowledge in real-life contexts. This approach promotes the integration of new knowledge with existing understanding, further developing higher-order cognitive skills, long-term knowledge retention, and lifelong learning.

Clinical Competence Assessments – Episodes of Care

Focused on episodes of care, this evaluation gauges apprentices' ability to provide holistic and individualised nursing care within healthcare settings. It scrutinises their practical skills, clinical acumen, communication, critical thinking, professionalism, and the application of theoretical knowledge in practical scenarios. The assessment of an episode of care typically entails comprehensive patient evaluations, identification of patient needs, and formulation of care plans grounded in assessment findings, while considering medical history, condition, and preferences. Competency in executing procedures safely and accurately, along with effective communication with patients, families, and the healthcare team, is a focal point, encompassing clear instructions, procedure explanations, patient concerns, and meticulous documentation.

Critical thinking is pivotal in nursing for astute clinical decision-making. During placements, apprentices' ability to assess changing patient conditions, recognise complications, and respond aptly to unforeseen situations is assessed. Formal assessments cover patient education, precise nursing care documentation inclusive of assessment findings, interventions, and patient responses. Ethical conduct and adherence to legal standards such as the Mental Capacity Act (2005) are evaluated. Collaborative teamwork with healthcare colleagues, efficient time management, task prioritisation, and adherence to care schedules form essential components. Apprentices' capacity to deliver culturally sensitive care that respects patients' cultural values, beliefs, and preferences is also appraised.

Episodes of Care is included within NURM02, NURM04 and NURM06 and must be passed in one of these modules.

Clinical Competence Assessments – Medicines Management

In placement, apprentices complete a formal Medicines Management assessment. Here, accurate and safe medication administration is evaluated, encompassing dosage calculation, medication preparation, patient identification, and varied administration routes. Apprentices' proficiency in calculating dosages based on patient specifics, comprehension of unit conversions for accurate dosages, and verification of medication appropriateness are assessed. Accurate interpretation of medication labels and packaging, administration of correct medication, dosage, and route are focal points. Awareness of drug interactions, side effects, and adverse reactions, coupled with appropriate responses to potential complications, is tested. Timely and precise documentation of medication administration is paramount. Adequate recording of dosage, route, time, patient

response, and pertinent observations is assessed. Furthermore, apprentices' skill in providing patients with medication information, including dosage instructions, potential side effects, and precautions, is evaluated to promote safe medication use. Critical thinking is assessed in discerning contraindications, evaluating patient responses, and timely decision-making based on changing patient conditions. Ethical and legal facets of medication administration, encompassing informed consent, patient autonomy, confidentiality, and adherence to safety protocols, are also assessed. Successful passage of all continuous and formal assessments in clinical placements is mandated by the NMC.

Medicines Management is included within NURM02, NURM04 and NURM06 and must be passed in one of these modules.

Method	Description
Case Study	An analysis of a real-life example within health and social care related to the role of the Nursing apprentice
Comprehensive Literature Review	A comprehensive review is a systematic, scientifically designed review of a defined literature base that employs the rigor of original research to limit outcome bias and can be an important source of evidence for clinical decision making.
Critical Reflection	Critical Reflection in nursing practice is a process of identifying, questioning, and assessing assumptions, knowledge, events, issues, beliefs, feelings, and actions in clinical practice and may include examining biases, comparing theories with current actions, and identifying problems and subsequent learning.
Dissertation	A substantial and in-depth piece of academic writing ,expected to contribute new insights or knowledge to the field of study through synthesizing existing literature in a novel way. Apprentices will combine, analyse, and present previously published research and scholarly works related to an aspect of patient safety, in a unique and original manner by identifying common themes, patterns, or gaps in the literature, generating new perspectives through drawing connections between different studies, or proposing an innovative idea based on the collective body of literature
ePractice Assessment Document (ePAD) and eOngoing Achievement Record (eOAR)	An online platform (ARC) that contains the required documentation that will be used by the apprentice and their Practice Supervisors and Practice Assessors when they are in clinical practice. Feedback and formal assessments will help learners to develop their professional practice and evidence achievement of NMC (2018) Future Nurse: Standards of proficiency for registered nurses and Professional Values (NMC Code, 2018) The ePAD will include critical reflections related to formal assessments and include the Ongoing Achievement Record (eOAR)
Numeracy and Drug Calculation	Short answer questions and numeracy problems relevant to healthcare numeracy and medication calculations, which are taken under examination conditions

Skills In-Class Test	
Presentation	Presentation of data/information/critical analysis in a visual or verbal format to include brief verbal delivery and defence of questions posed on the topic. Assesses knowledge of selected topic and communication skills.
Presentation on a body system relating to a patient scenario	This is when apprentices prepare and deliver a presentation that focuses on a specific physiological or anatomical system of the human body, and how it is relevant to a particular patient scenario or case study. This helps nursing apprentices to integrate theoretical knowledge about the body's systems with practical application in a clinical context.

8. Exemptions to University Regulations

- All assessment tasks of each module must be passed to pass the module.
- Compensated passes are not permitted
- Apprentices are not permitted to trail failed work, or deferred work, into the next stage of the programme.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.
- Recognition of Prior Learning for registered nurses on the NMC register with an active PIN and no restrictions on practice, may exceed the maximum permitted 50% RPL

9. Work-Based Learning/Placement Learning

Clinical Learning Integration: This comprehensive programme involves diverse practice placements across healthcare settings, enabling apprentices to apply and refine their clinical knowledge, practical skills, and professional conduct essential for their future role as nursing registrants. Managed by the Clinical Education Placement Team and local healthcare providers in collaboration with Marjon, the integration of academic and workplace learning ensures a transformative placement experience. Dedicated practice educator facilitators from the university complement the role of Practice Supervisors, serving as mentors and guides to personalize learning and optimise apprentices' potential.

Placements constitute 50% of total yearly programme hours and during placements, nursing apprentices are expected to engage for a minimum of 32.5 hours per week, mirroring the full range of nursing workforce commitments to provide a comprehensive range of experiences in 24-hour care settings. The NMC's (2023) Standards for student supervision and assessment guide the support provided to apprentices during placements. An Initial Interview with the allocated Practice Assessor tailors learning and development support. Practice Supervisors, equally prepared and trained, oversee apprentices during placements, liaising with the Practice Assessor to monitor progress. The Practice Supervisor's role encompasses supervision, support, and guidance, preparing apprentices for planned formal assessments conducted by the allocated Practice Assessor, including care episodes and medicines management. Rigorous documentation of all practice learning activities, including skills refinement and simulated learning, is meticulously maintained and endorsed through the ePAD on the ARC Platform. To ensure a robust support

structure, candidates are mentored by a Practice Supervisor, Practice Assessor, and Academic Assessor.

Placements empower apprentices to apply knowledge, develop essential skills, and cultivate empathy and confidence required for proficient and compassionate registered nursing. Engaging in direct patient care, evidence-based practice, and interdisciplinary teamwork, apprentices refine clinical skills while nurturing a holistic understanding of nursing. A supportive, safe environment is fostered by Practice Supervisors and practice educator facilitators, promoting continuous learning, reflection, and practice enhancement. Emphasis is placed on evidence-based nursing practice, critical thinking, effective communication, and ethical decision-making to equip apprentices for complex patient management, challenges, and patient advocacy.

University-based practice educator facilitators contribute to apprentice growth and nursing knowledge advancement through ongoing professional development and research engagement. They enrich apprentice experiences with contemporary practices, research insights, and evolving healthcare trends. This knowledge infusion empowers apprentices to deliver evidence-based, culturally sensitive care founded on clinical competence, critical thinking, and compassionate patient interaction. Recognizing workplace learning as pivotal for professional growth and lifelong learning, this approach offers opportunities for apprentice transformation and leadership development in nursing through academic rigor and real-world experience.


10. Programme Structure


All MSc Pre-registration nursing apprentices must complete 180 academic credits at Level 7 and have successfully achieved the minimum 2300 hours in clinical practice placements.

Apprentices who successfully complete 90 credits at L7 and exit the programme at the end of Year 1, may be awarded with a PG Certificate in Health Studies. *This stand-alone award does not provide eligibility for entry to the Nursing and Midwifery Council.*

Apprentices who successfully complete 180 credits at L7 and successfully pass all clinical practice requirements are eligible for the award of MSc Nursing and will be eligible to apply for entry to the Nursing and Midwifery Council register.

Apprentices who successfully complete 180 academic credits but *do not successfully meet clinical practice requirements*, will be awarded an MSc in Health Studies. *This award does not provide eligibility for entry to the Nursing and Midwifery Council.*

Year 1 – Level 7 					
NMC Part 1					
NURM01 Biological &	NURM02 Practice Placement 1:	NURM03 Evidence- Based Practice,	NURM04 Practice Placement 2:	NURM05 Developing Knowledge	NURM06 Practice Placement 3:

Pharmacological Aspects of Health & Wellbeing 30 credits	Introduction to Nursing Practice 0 Credits	Research Methodology & Clinical Decision Making 30 credits	Applying Evidence in Clinical Practice 0 Credits	and Skills in Complex Care 30 credits	Integrated Care for Nursing Practice 0 Credits
Year 2 – Level 7 					
NMC Parts 2 & 3					
NURM07 Healthcare Management 30 credits	NURM08 Practice Placement 1: Developing Leadership and Management in Healthcare 0 Credits	NURM09 Quality Improvement 30 credits	NURM10 Practice Placement 2: Improving Safety & Quality of Care for those with complex needs in practice 0 Credits	NURM11 Transition to Practice 30 credits	NURM12 Practice Placement 3: Transition to Practice – consolidation & sign-off 0 Credits

Year 1

Module Code	Module Title	Credit	Assessment	Delivery sequence	Compulsory/ Optional	Condonable/ Non-Condonable
NURM01	Biological and Pharmacological Aspects of Health and Wellbeing	30	Coursework 100%	1	Compulsory	Non-Condonable
NURM02	Introduction to Nursing Practice	0	Practical 100%	2	Compulsory	Non-Condonable
NURM03	Evidence Based Practice, Research Methodology and Clinical Decision Making	30	Coursework: 100%	3	Compulsory	Non-Condonable
NURM04	Applying Evidence in Clinical Practice	0	Practical 100%	4	Compulsory	Non-Condonable

NURM05	Developing Knowledge & Skills in Complex Care	30	Coursework: 100%	5	Compulsory	Non-Condonable
NURM06	Integrated Care for Nursing Practice	0	Practical 100%	6	Compulsory	Non-Condonable

Year 2

Module Code	Module Title	Credits	Assessment	Delivery sequence	Compulsory/Optional	Condonable/Non-Condonable
NURM07	Healthcare Management	30	Coursework: 100%	1	Compulsory	Non-Condonable
NURM08	Developing Leadership and Management in Healthcare	0	Practical 100%	2	Compulsory	Non-Condonable
NURM09	Quality Improvement	30	Coursework: 100%	3	Compulsory	Non-Condonable
NURM10	Improving Safety & Quality of Care for those with complex needs in practice	0	Practical 100%	4	Compulsory	Non-Condonable
NURM11	Transition to Practice	30	Coursework 100%	5	Compulsory	Non-Condonable
NURM12	Transition to Practice	0	Practical 100% In-Class Test P/F	6	Compulsory	Non-Condonable

Delivery Pattern

Full-time (24 months)

Year 1

Duration	Taught Input	Module
13 th of May - 24 th of June 2024	6-week taught module	NURM01
24 th of June - 12 th of August 2024	7-week practice module. 6 weeks in placement – 1 week in simulation at the university	NURM02
26 th of August - 21 st Oct 2024	8-week taught module	NURM03
28 th of Oct- 16 th of December 2024	7-week practice module. 6 weeks in placement – 1 week in simulation at the university	NURM04
6 th of January – 24 th of Feb 2025	7-week taught module	NURM05
10 th of March – 28 th of April 2025	7-week practice module. 6 weeks in placement – 1 week in simulation at the university	NURM06

Year 2

Duration	Taught Input	Module
12 th of May- 30 th of June 2025	7-week taught module	NURM07
30 th of June-18 th of August 2025	7-week practice module. 6 weeks in placement – 1 week in simulation at the university	NURM08
1 st Sept- 26 th of October 2025	8-week taught module	NURM09
27 th of October – 15 th of December 2025	7-week practice module. 6 weeks in placement – 1 week in simulation at the university	NURM10
5 th of January 2026 -2 nd of March 2026	8-week taught module	NURM11
16 th of March 2026- 20 th of April 2026	5-week practice placement	NURM12

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the apprentices. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for apprentices to see how the learning links together in meaningful way and will be made explicit to apprentices throughout the programme.

Level 7

Module Code	Module Title	Thread
NURM01	Biological and pharmacological aspects of health and wellbeing	1
NURM02	Practice Placement 1: Introduction to Nursing Practice	2, 6
NURM03	Evidence based practice, research methodology and clinical decision making	1, 3, 5
NURM04	Practice Placement 2: Applying Evidence in Clinical Practice	6
NURM05	Developing Knowledge and Skills in Complex Care	1, 3, 5
NURM06	Practice Placement 3: Integrated Care for Nursing Practice	2, 6
NURM07	Healthcare Management	3, 4
NURM08	Practice Placement 1: Developing Leadership and Management in Healthcare	2, 4, 6
NURM09	Quality Improvement	1, 3, 4, 5
NURM10	Practice Placement 2: Improving Safety & Quality of Care for those with complex needs in practice	3, 5, 6
NURM11	Transition to Practice	1, 4, 5
NURM12	Practice Placement 3: Transition to Practice – consolidation & sign-off	2, 4, 6

1. Research & enquiry
2. Global citizenship
3. Data literacy
4. Leadership & influence
5. Creative & critical thinking
6. Subject expertise.

Structure and points of progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
NURM01	Biological and pharmacological aspects of health and wellbeing	30	1	MAB – June PAB – July MAB – January PAB - January	
NURM02	Practice Placement 1: Introduction to Nursing Practice	0	2	MAB – June PAB – July MAB – January PAB - January	
NURM03	Evidence based practice, research methodology and clinical decision making	30	3	MAB: November PAB: December MAB: June PAB: July	
NURM04	Practice Placement 2: Applying Evidence in Clinical Practice	0	4	MAB: November PAB: December MAB: June PAB: July	
NURM05	Developing Knowledge and Skills in Complex Care	30	5	MAB – January PAB – January MAB – August PAB - September	
NURM06	Practice Placement 3: Integrated Care for Nursing Practice	0	6	MAB – January PAB – January MAB – August PAB – September	Exit Award (PG Cert Health Studies)
NURM07	Healthcare Management	30	7	MAB – June PAB – July MAB – January	

				PAB - January	
NURM08	Practice Placement 1: Developing Leadership and Management in Healthcare	0	8	MAB – June PAB – July MAB – January PAB - January	
NURM09	Quality Improvement	30	9	MAB: November PAB: December MAB: June PAB: July	
NURM10	Practice Placement 2: Improving Safety & Quality of Care for those with complex needs in practice	0	10	MAB: November PAB: December MAB: June PAB: July	
NURM11	Transition to Practice	30	11	MAB – January PAB – January MAB – August PAB - September	
NURM12	Practice Placement 3: Transition to Practice – consolidation & sign-off	0	12	MAB – January PAB – January MAB – August PAB - September	Exit Award Available (MSc Nursing; MSc Health Studies)

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Nursing and Midwifery Council (NMC)

Nursing apprentices are advised that they have five years in which to register their award with the NMC. In the event of an apprentice failing to register their qualification within five years they may be required to undertake additional education and training as specified by the NMC.

12. Professional Advisory Group

A Practice Learning group has been formed with representatives from our Employer and Placement partners. The group will advise the Dean of School on all matters associated with programmes within the School of Health and Wellbeing strategic objectives in relation to practice learning, teaching and assessment, the operation and monitoring of these, and relevant external considerations.

13. Academic Progression Opportunities

On successful completion of the MSc in Pre-registration Nursing RNDA, graduates may wish to develop a career in education, leadership, research or advanced clinical practice (ACP) and may consider future PhD studies.

14. Employability and Career Progression Opportunities

Individuals who are successful graduates from the nursing degree and who are registered with the NMC, may apply for a band 5 role as a Registered Nurse (Mental Health/Learning Disabilities).

Employability skills may include:

- **Active learning and reflective practice** – apprentices oversee their own learning through meaningful activities. They think about and apply what they are learning and can reflect to improve future performance.
- **Critical thinking and analysis**–apprentices can actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.
- **Complex problem-solving**–apprentices can identify complex problems and review related information to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence**–apprentices can motivate others to act towards achieving a common goal. Nursing apprentices are encouraged to develop as role models to others both professionally and personally. They will develop a strong sense of advocacy and justice and be drivers for social change
- **Emotional intelligence**–apprentices can recognise and manage their emotions, and the emotions of others, both individually and in groups and develop leadership strategies to support others.
- **Reasoning, problem-solving and ideation** –apprentices can consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions. They will critique their decision making and recognize areas for development.
- **Systems analysis and evaluation** –apprentices can study a process or situation to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills:

- **ICT Proficiency and Productivity**–apprentices can use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g., text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication**–apprentices can communicate effectively and appropriately using a variety of digital media such as text-based forums, online

video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., using Google docs, group forums, social media, file sharing applications, Hub).

- **Digital Problem Solving, Creation & Development**—apprentices can identify and use digital tools to solve problems and answer questions (e.g., Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity**—apprentices understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They can look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g., LinkedIn, Twitter) in accordance with [NMC guidance](#) on social media use.

15. Support for Apprentices and for Apprentice Learning

The University recognises the value of the whole apprentice experience within Higher Education and apprentices have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support apprentices through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Apprentice support and guidance is further promoted by the following:

- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

Tripartite Progress Reviews

Apprentices are supported through Tripartite Reviews every 10 – 12 weeks, or more if necessary. Tripartite Reviews are an auditable requirement of the Education and Skills Funding Agency (ESFA) and include a thorough review with the apprentice, the employer and the university Apprenticeship Coach. The Tripartite Review focuses on the health and wellbeing of the apprentice

and their academic and practical progress, identifying any areas the apprentice is excelling in, any areas of concern or changes in personal circumstances. Reviews will also include discussion on safeguarding, Prevent Duty, British Values and the Equality Act 2010. These are normally scheduled with employers and apprentices at the beginning of the academic year and may be conducted somewhere private in the workplace or via MS Teams.

16. Apprentice Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, apprentices will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

The programme has been co-designed and produced in partnership with various stakeholders which include practice learning partners (PLP) and employer learning partners (ELP) from across the health and care sector, including representation from the acute, community, primary, social and private, voluntary and independent sector. The voice of newly qualified nurses who have recently completed programmes in other institutions, as well as that of those 'people who use services' were all importantly included in the scope and design of the programme.

18. Quality and Enhancement Mechanisms

The quality of the apprentice experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Apprentice achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate apprentice feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

