Buckinghamshire New University

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BSc (Hons) Nursing (Adult) (Apprenticeship)
Awarding Institution:	Buckinghamshire New University
Subject Cluster:	Nursing
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Nursing (Adult) IFATE Certificate in Registered Nurse Degree Apprenticeship
Pathways (if applicable)	Adult
FHEQ level of final award:	Level 6 BSc (Hons)
Other award titles available (exit qualifications):	Certificate of Higher Education in Health Related Care (without eligibility for NMC registration) Diploma of Higher Education in Health Related Care (without eligibility for NMC registration) BSc Health Related Care (no hons, without eligibility for registration)
Accreditation details:	Nursing and Midwifery Council (NMC)
Length of programme:	3 years
Mode(s) of Study:	Part Time
Mode of Delivery:	Work-based learning
Language of study:	English
QAA Subject Benchmark(s):	N/A
Other external reference points (e.g. Apprenticeship Standard):	NMC (2018) Future Nurse: Standards of Proficiency for Registered Nurses NMC (2018) Realising Professionalism: Part 1: Standards for Education and Training NMC (2018) Realising Professionalism: Part 2: Standards for Student Supervision and Assessment NMC (2018) Realising Professionalism: Part 3: Standards for Pre-Registration Nursing Programmes ST0781 Registered Nurse Degree (NMC 2018) Apprenticeship Standard
Course Code(s):	BSANURAP
UCAS Code(s):	N/A
Approval date:	October 2023
Date of last update:	February 2024

2. Programme Summary

Buckinghamshire New University has a strong reputation for delivering high-quality, innovative and contemporary nurse education. This BSc Nursing (Adult) apprenticeship programme has been developed collaboratively with practice partners, service users and learners, in response to both NMC policy and regulatory developments.

The BSc Nursing (Adult) apprenticeship integrates academic study alongside practice-based learning, underpinned by a strong collaboration between the university, service users (experts by experience) and practice partners. The programme develops and nurtures earners to enable them to become graduate level, compassionate, proficient, confident, and digitally able registered nurses, who will adopt a biopsychosocial, person-centred approach, working autonomously and accountably, in preparation for future leadership and specialist roles within the integrated care system.

By successfully meeting the requirements for the BSc Nursing (Adult) programme, learners are eligible to apply to register with the NMC as a Registered Nurse. The Buckinghamshire New University BSc Nurse will demonstrate a high level of critical thinking, problem-solving skills and reflexivity underpinned by research and evidence-based nursing knowledge and practice, ready to practice in a variety of clinical environments. They will work collaboratively with a wider healthcare team, using digital technologies in order to lead, coordinate and deliver of care, cognisant of the wider ethical, political, social, and clinical governance contexts.

This is a challenging and inspiring programme and will be delivered using a learner-centred approach to learning, teaching and assessment.

The apprenticeship programme is designed in line with Education Inspection Framework with undrstanding of topics such as British Values, Safeguarding and Prevent ensuring that learners are aware of these themes as well as university processes that provide support and keep our Learners safe.

3. Programme Aims and Learning Outcomes

Programme Aims

1. Provide a variety of learning opportunities and resources, which facilitate the integration of theory and practice, to safely and effectively support learners to confidently achieve the seven platforms and associated skills annexes of the NMC Future Nurse Standards, thus ensuring eligibility to register with the NMC, as a Registered Nurse: Adult, Children's or Mental Health.

2. Develop competent, compassionate, autonomous and accountable professionals, to fulfil the purpose of the role, and can practice in accordance with the NMC Code.

3. Facilitate the development of the knowledge, skills and attributes required to meet and manage the holistic, person-centred care needs of individuals across the lifespan in relation to the health-illness spectrum. Thus, allowing the learner to develop the applied knowledge and advanced technical skills required to meet the complex needs of adults and their families.

4. To empower learners to become resilient, caring, reflective, life-long learners, applying a wide-range of evidence-based knowledge to underpin their professional practice in evolving and diverse healthcare environments and help them manage the emotional labour of working in those healthcare environments.

5. Develop nurses who are aware of key health priorities, recognising their role in promoting health and preventing ill-health, by empowering individuals and communities to manage and be responsible for their own health, behaviours and choices.

6. Promote a diverse range of communication and relationship management skills, that facilitate partnership working with patients, their families and the wider health and social care team, to ensure equal access to high quality care.

7. Develop leadership, critical thinking and decision-making skills needed to effectively lead, manage and delegate nursing care/interventions, to act as a proactive, equal member of inter-disciplinary teams and contribute to the development, delivery and evaluation of safe, effective, high-quality care provision.

8. Facilitate non-judgemental, equitable and anti-discriminatory practice, that provides patient and client care that respects dignity and is delivered compassionately, prioritising the needs of patients and their families, taking account of their circumstances, characteristics and preferences.

Programme Learning Outcomes

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

Knowledge and Understanding (K):

K1   Communicate effectively with a range of individuals and stakeholders to provide safe, compassionate, person centred nursing care, in the best interests of people, underpinned by contemporary research, evidence and best practice.

K2   Perform a range of nursing skills, with proficiency, predicated on contemporary knowledge and the understanding of best practice.

K3   Assess and review mental, physical, cognitive, behavioural, spiritual, and social needs to identify the priorities and requirements for evidence based, person-centred nursing interventions and support.

K4   Lead the care of people with complex healthcare needs to optimise independence, manage risk and reduce vulnerability across organisations and settings.

Analysis and criticality (C):

C1   Demonstrate a critical understanding of contemporary research processes that underpin evidence based, professional nursing practice

C2   Engage effectively in therapeutic relationships across the lifespan, integrating theoretical and practical skills and demonstrating ethical discernment and clinical judgement.

C3   Demonstrate a critical understanding of the processes, resources and policies influencing organisational change, within the contemporary healthcare arena, utilising developments in digital health technology.

Application and practice (P):

P1   Employ a diverse range of culturally sensitive communication and relationship management skills to ensure that individuals, families, and their carers are actively involved in and understand care decisions.

P2   Work as critically reflective, resilient practitioners, demonstrating an ability to learn from experience, solve problems and develop as professionals.

P3   Proactively support individuals, families, communities, and populations throughout the life span, by assimilating current health economics to improve health outcomes to positively impact upon health inequalities.

P4   Provide leadership for the timely delivery and evaluation of evidence-based, compassionate, and safe, person-centred nursing interventions, which engenders shared decision making, whilst protecting equality, diversity and inclusion.

P5   Critically contribute to risk monitoring processes and quality of care improvement agendas, in uncertain and changing environments.

Transferable skills and other attributes (T):

T1   Demonstrate professional values and duty of candour, in the protection and safeguarding of the public and in dealings with other professionals and agencies, assuring confidentiality where appropriate.

T2   Lead, supervise, challenge and support the development of a range of colleagues.

T3   Collaborate and take an equal role within the interdisciplinary team, consistently acting as a role model for others.

Graduate Attributes:

This programme accords with BNU's graduate attributes: Knowledge and understanding, Analysis and criticality, Application and Practice and Transferrable skills.

On this programme, attributes are developed through the acquisition of knowledge informed by research, and the practical application of evidence-based learning. This will be in the context of the provision of safe, proficient and compassionate care that is person-centred adopting a biopsychosocial approach (C1, K1-2, P1). An integrative approach to learning in theory and practice will enhance the skills of reflexivity, criticality, and advanced communication in the management and leadership of care through collaboration (C3 – C5, P2 – P4, T1-T4). These attributes will contribute to their clinical judgment and problem-solving skills which will nurture their social and ethical awareness and life-long learning (C2).

4. Eligibility and Entry Requirements

Admission requirements

This programme is suitable for people already employed within a healthcare environment and who have the support for further development by their employer.

The University's general entry requirements will apply for admission to this programme with the following additions / exceptions:

Under UK Government rules eligible applicants for a degree apprenticeship programme must:

➢ have the Right to Work in the UK for the duration of the apprenticeship programme
➢ have lived in the UK for the past 3 years prior to the start of the programme.
➢ be minimum of 18 years of age with no upper age limit.
➢ must be employed in a role related to the subject matter of the Degree Apprenticeship

Programme Entry Requirement includes:

➢ Evidence of achievement of Literacy and numeracy at level 2, e.g. GCSE Grade C/4 or above or equivalent qualification such as level 2 Functional Skills, level 2 Key Skills and level 2 Adult Literacy al level 2 Numeracy.
➢ Evidence of study within the previous five years

➢ Evidence of a minimum level 3 qualification e.g. Subsidiary and/or Advance Level, Level 3 BTEC Extended Diploma, relevant vocation level 3 qualification such as National Diploma or NVQ in relevant subject)
➢ Satisfactory disclosure and barring service checks (enhanced checks).
➢ Good health and character evidenced through occupational health clearance and a reference from current employer.
➢ Demonstrate the values and personal qualities necessary for nursing throughout the recruitment and selection process, including during interview.
➢ Establish digital and technological literacy on application.
➢ Skills of numeracy and comprehension of written and spoken English and the ability to write and speak English fluently
➢ Shortlisted applicants will be required to attend a joint employer/university interview.

Further details and guidance will be provided upon successful interview.

➢ Applications are made in conjunction with employer in direct communication with the university.
➢ All offers are subject to confirmation of satisfactory Occupational Health status and review of submitted enhanced report from the Disclosure and Barring Service (DBS).

Recognition of Prior Learning

If apprenticeship applicants do not meet the entry requirements and have relevant professional experience, they can still be invited for interview, where they will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Further detail can be found on Credit Accumulation webpages for further guidance.

Learners who have successfully completed a Foundation Degree (Sc) Nursing Associate (NA) programme (Apprenticeship and UCAS entry route) may apply to have recognition of prior learning to enter the BSc Nursing (Adult) Apprenticeship for 50% of the programme (NMC 2018). For those who complete this programme at Buckinghamshire New University, the recognition of prior learning is already mapped i.e. they can claim 50% Exemption using Recognition of Prior Learning (RPL)which means using all the achievements of year 1 modules against Level 4 and the following modules at level 5 against BSc Level 5 in year 2:

Nurse Associate level 5 module	BSc Level 5 Module
Evidence-based Practice (20 credits)	Approaches to Research Methods, Appraisal and application to practice (20 credits)
Health Promotion across the Lifespan (20 credits)	Any of the option modules (20 credits)
Professional Responsibilities as a Nurse Associate (20 credits)	The Professional Context of Nursing (20 credits)

For learners applying who have undertaken the NA programme at another University, they will need to present their programme content for an APL mapping exercise to be undertaken.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 4	**Core modules:** NAM4030 Introduction to Professional Practice in Nursing (20 credits) NAM4035 Fundamental Skills for Nursing (20 credits) NAM4037 Essential Anatomy and Physiology for Healthcare (20 credits) NAM4039 Pharmacology and Numeracy in Nursing (20 credits) NAM4041 Understanding Health, Illness Disability and Diversity across the Lifespan (20 credits) NAM4031 Becoming an Adult Nurse (20 credits) NAM4043 Beginning Practice (0 credits)	**Certificate of Higher Education in Health-Related Care** (without eligibility for NMC registration) awarded on achievement of 120 credits at Level 4
Level 5	**Core modules:** NAM5044 Approaches to Research Methods, Appraisal and Application in Nursing (20 credits) NAM5045 The Professional Context of Nursing (20 credits) NAM5046 Understanding Health Conditions in Adult Nursing (20 credits) NAM5047 Assessing Needs and Planning Care in Adult Nursing (20 credits) **Constrained Option modules:** *Learners must choose **either**:* NAM5052 Developing Competence in Adult Nursing (20 credits) **or** NAM5062 Towards Competence in Adult Nursing (20 credits) *for learners who claim 50% RPL only* *Learners must also choose **either**:* NAM5056 Progressing in Nursing Practice (0 credits) **or** NAM5065 Transition to Adult Nursing (0 credits) *for learners who claim 50% RPL only* **Option modules:** *Learners must select **ONE** of the following:* NAM5061 Socio-cultural Aspects of Health (20 credits)	**Diploma of Higher Education in Health Related Care** (without eligibility for NMC registration) awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

	NAM5057 Sexual Health (20 credits) NAM5058 Infant Feeding (20 credits) NAM5059 Elective Placement (20 credits)	
Level 6	**Core modules:** NAM6093 Medicines Management (20 credits) NAM6092 Leading and Managing Care (20 credits) NAM6094 Coordinating Complex Care in Adult Nursing (20 credits) NAM6100 Advancing Nursing Practice (20 credits) NAM6097 Preparing for Registration in Adult Nursing (40 credits) NAM6102 Attaining Competence in Practice (0 credits)	**Bachelor of Science in Health Related Care** (Ordinary Degree, without eligibility for NMC registration) awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5 if unsuccessful in **any** module including practice

6. Learning, Teaching and Assessment

Learning and teaching

The philosophy of the Buckinghamshire New University BSc Nursing (Adult) Degree Apprenticeship is predicated on a community of practice, with learners placed at the heart. The programme is inclusive and celebrates diversity in the learner population. The School of Nursing and Midwifery is committed to supporting a diverse range of learners with different academic needs.

The programme employs a variety of classroom based and online learning teaching methods in the University including: seminar-based teaching; lectures; authentic scenarios and case studies; presentations; online learning resources, work-based learning and simulation in the simulation suites. To enhance learners' digital literacy and engagement, online teaching, and digital learning opportunities (e.g., discussion boards, interactive web-based response systems) are integrated throughout modules within this programme. This will enable learners to develop and enhance the necessary skills required to support a modernised and dynamic health care delivery model. Learners are required to be self-regulated and engage in independent study, guided through their modules. They will utilise a variety of e-resources and e- learning tools including the University Virtual Learning Environment (VLE); professional websites; online numeracy assessment and education; online assignment submission; academic databases and library e-resources. Learners will also be introduced to social media alongside e-professionalism, as a tool for online networking and learning, supporting a community of practice.

Simulation is valued within the School of Nursing and Midwifery *as* supportive in enabling nursing learners to acquire skills and behaviours through practice. Nursing simulation incorporates the use of human patient simulators in a virtual "real-life" healthcare environments and situations. Within this learning environment, real-time evolving clinical situations can be simulated, repeated, evaluated, and reflected, reducing the risk of patient harm. The simulation areas are equipped to a national standard of excellence. Our facilities offer a high-fidelity environment, which includes the use of NHS approved consumables, genuine functioning equipment and a combination of actors and technology enhanced manikins. The essential element of de-brief in simulation is undisputed; audio/visual technology is available and widely used by the teaching teams to enhance feedback to learners.

The use of simulation to assist in the development and assessment of clinical skills ensures that learners are better prepared for practice learning and can use time in the practice learning environment more effectively for application and refinement of their skills. Simulation is not limited to psycho-motor skills alone but includes a range of other skills, e.g., interpersonal, communication and decision-making skill.

Simulated practice learning will be used to enhance students' clinical skills. BNU is developing capacity in this field and investing in resources to enhance simulation. Initially this curriculum includes 170 hours of simulated practice learning which will progress to 300 hours with concomitant equal reduction in clinical practice hours.

The curriculum includes shared and field specific learning and teaching. This supports learners from different fields to learn together thus allowing them to benefit from their individual experiences, to share insights and to offer differing perspectives. Inter-professional learning features within and outside theoretical learning, primarily occurring in the practice settings. Consequently, learners will demonstrate their awareness of and competence in working within

the multi-disciplinary teams within the practice proficiencies. The curriculum reflects the university's core values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism, and confidence in learners.

As professional nurses and educators, staff bring a wealth of clinical expertise and research activity through individual scholarship across all four fields of nursing (adult, child, mental health and learning disability). An existing and expanding portfolio of health and social care courses including midwifery, physiotherapy, operating department practitioner, social worker, physician associate as well as specialist community and public health nurses, provide increasing opportunity for inter-professional learning (IPL). In addition, expert and specialist nurses are regularly involved in teaching, and service users (experts by experience) support sessions for learners within the university.

Learners apply their academic knowledge to their practice experiences, supported by practice supervisors, assessors, practitioners, and link lecturers. Each learner is allocated to a range of work learning experiences to meet NMC requirements and reflect the demand for an integrated health and social care workforce. All three parts of the programme support an integrated theory/practice model, which will enable learners to apply theory to their practice but also reflect and analyse their own clinical practice in the context of theory.

Learners are supported through a variety of mechanisms including module leaders, course leaders and personal apprentice partnership managers. In practice they remain supported by course leaders, in addition to practice supervisors, practice assessors and academic assessors who appraise proficiency. Additionally, in practice, learners are supported through link lecturing activities. Apprentices also have a designated member of the employer staff to support them. In large NHS organisations this is a member of the Trust education team whilst in smaller organisations it will be a unit manager.

During the course, apprentices will progress from practising under direct supervision in Level 4, becoming more independent and practising under increasingly indirect supervision in Level 5 and preparing to practise independently in Level 6. Theory teaching moves from addressing the fundamental knowledge underpinning practice and fundamental nursing skills in Level 4 through to detailed knowledge and specific clinical skills to support contemporary care provision in Level 5 to knowledge to lead and manage care, supervise others and manage change to develop practice in level 6.

Learners have a choice of one from four modules in year 2. The elective may be taken only within the apprentice's employing organisation or an affiliated service (e.g., primary care) and the learner should expect to fund any additional travel or expenses.

Formative Assessment:

Variety of formative assessment techniques are used to monitor learning and to provide ongoing feedback to improve teaching strategy and improve learning for all learners. More specifically, formative assessments are used to help learners identify their strengths and weaknesses and target areas that need work.

These can include: Group discussion, Questions and Answers, Simulated scenarios, group presentations, quizzes and educational games. These types of assessments can support continuous engagement and retention of learning to build on.

Summative Assessment

The following formative and summative assessment activities are used on this programme:

- Reflective writing
- Posters & infographics
- Report production
- Essays
- Oral exams and presentations
- Numeracy tests
- Case study
- An academic professional portfolio
- Practice assessments

Learners are assessed throughout the course in both theory and practice. Assessments have been designed to be authentic- reflecting real life skills and experiences. A range of practical, written and oral assessments are included. Practice assessment occurs in each Part and must be passed to progress to the next Part. Each learner's progress through the course in practice is approved at the end of each Part by a Practice assessor and Academic Assessor.

On this programme, attributes are developed through the embedding of an evidence-based approach to learning, teaching and assessment that is aligned with the balanced integration of academic study and relevant clinical exposure. This empowers each learner to forge a developmental pathway aligned with, and focussed on, the creation of autonomous practitioners who are both reflective and fit for purpose. Through the integration of a values-based approach to care delivery and a patient centred understanding of professionalism and authenticity is achieved. This facilitates the preparedness of learners for working in, and contributing to, the development of the relevant contemporary healthcare setting.

The programme learning strategy for inclusive learning fosters an atmosphere where all participants should feel comfortable enough to get engaged, add to the discussion, voice their own thoughts and ideas, and feel comfortable to ask a variety of questions in support of their learning.

The use of practical scenarios and the learning pathway will provide a suitable framework for learning and allow learners to demonstrate the application of theory to practice and vice versa. Formative assessment will provide learners with development advice and feedback to enable them to prepare for their summative work. It is essential to ensure that learners receive appropriate support throughout the learning process. To this end, we will employ various techniques to cater to diverse learning styles, including visual aids, hands-on activities, and interactive sessions.

The programme will incorporate formative assessments that will be used to monitor the progress of learners in each session. The use of a range of formative assessment techniques, including observation, questioning, and feedback to ensure that learners are making progress towards meeting the objectives of each session.

To ensure that learning is taking place for all learners, differentiated support will be provided that meets the individual educational needs of each learner. We will use a variety of methods to differentiate instruction, including personalised learning plans, scaffolding, and the use of assistive technology.

The programme will promote inclusion by adopting a learner-centred approach, providing opportunities for learners to collaborate and learn from peers, exchange experience and perspectives, providing a supportive and inclusive learning environment. Learners will be encouraged to actively engage in their learning process, taking ownership of their learning, and setting personal learning goals.

Contact Hours

The BSc Nursing (Adult) Apprenticeship is a part-time work-based learning programme, based on 35-40 hours of learner activity each week over three extended years. The 360-credit programme is made up of theory hours and clinical practice hours as specified below. Theory and practice occur in blocks throughout the programme. Each 20-credit module has between 35 and 60 contact hours. Learners will undertake 18.5 hours work based learning during theory weeks in addition to university attendance and private study.

Theory hours include classroom-based learning, online learning, and guided independent study (GIS). Work based learning hours shown in brackets) contribute to theory learning. Course hours are distributed as shown below:

Course Part	Theory hours	External supernumerary Clinical practice hours	Total
Part 1	809.5 (370)	600 +70 sim practice learning	1,479.5
Part 2	812.5 (425.5)	680 +50 sim practice learning	1,542.5
Part 3	702.5 (351.5)	880 +50 sim practice learning	1,632.5
Totals	**2,324.5 (1147)**	**2,330**	**4,654.5**

BNU nurse associates would claim RPL for 800 hours practice from the NA course and complete: 520 hours practice in year 2 of the BSc and 880 hours in year 3, a total of 2300 hours of practice meeting the NMC requirements.

Education Inspection Framework (EIF) requirements:

The philosophy of the Buckinghamshire New University BSc (Hons) Registered Nurse Degree programme (Integrated Degree) is predicated on a community of practice, with learners placed at the heart. The apprenticeship programme is designed in line with Education and Inspection Framework topics such as British Values, Safeguarding and Prevent ensuring that learners are aware of these themes aa well as university processes that provide support and keep our learners safe.

The programme is inclusive and celebrates diversity in the student population. The School of Nursing and Midwifery is committed to supporting a diverse range of students with different academic needs. Neurodiversity is well supported with individual learning needs addressed and reasonable adjustments made where appropriate. Improving literacy and numeracy are key objectives for our programme and are incorporated within the learning content, through academic feedback and reviews.

Continuous development of English and Mathematics		
English and mathematics are embedded throughout the programme with several key areas related to the instruction, support and assessment related to these elements.		
Module Code	**Module Title**	**Evidence**
NAM4030	Introduction to Professional Practice in Nursing	Within this module, the development of the learners English and academic skills will contribute to the learner's assessment of writing an academic essay which will demonstrate their understanding of a given topic drawn from the NMC Code related to professional practice.
NAM4035	Fundamental Skills for Nursing	The formative and summative assessments for this module learners will be expected to develop and document a care plan for a service user with reference to the activities of daily living identified and in accordance with the Nursing process. Within this module the learner will be expected to utilise their mathematical skills to calculate vital signs scoring and MUST scoring as part of patient assessment.
NAM4039	Pharmacology and Numeracy in Nursing	Both the formative and summative assessments relating to relevant drugs calculations will support the ongoing development of mathematics
NAM4031	Becoming an Adult Nurse	The completion of reflective practice related to the learner's reflective essay will contribute to the development of English and academic skills. Specialist support to develop academic writing skills is included in the module.
NAM5044	Approaches to Research Methods, Appraisal and Application	The collating of relevant information and construction of the extended independent work will forge the previously acquired skills related to academic development and English. Learners will be active learners throughout the module as they engage with research theory to develop, implement, and present a group project –a proposal for a research enquiry.
NAM6093	Medicines management	Both the formative and summative assessments relating to relevant drugs calculations will support the ongoing development of mathematics.
NAM6097	Preparing for registration in Adult Nursing	Learners will develop a professional, academic portfolio which demonstrates their readiness for registration. Support and development of key tasks within the construction of the Portfolio will contribute to the development of English and academic skills with additional technology-based approaches being adopted

Inclusion and Diversity		
Both Inclusion and Diversity are embedded throughout the programme and are supported within both the academic and clinical setting.		
Module Code	**Module Title**	**Evidence**
NAM4043	Beginning Practice	Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement. Inclusion and diversity is a core component of delivery and assessment within the clinical placement
NAM4030	Introduction to Professional Practice in Nursing	Inclusivity and diversity are embedded within all core areas related to the Nursing and Midwifery code of practice.
NAM5045	The Professional Context of Nursing	Throughout this module inclusion and diversity is a core component of delivery and assessment.
NAM5056	Progressing In Nursing practice	Inclusion and diversity are a core component of delivery and assessment within the clinical placement
NAM6092	Leading And Managing care	Inclusivity and diversity are embedded within all core areas related to the integration of leadership foundations
NAM6100	Advancing Nursing Practice	Inclusion and diversity are a core component of delivery and assessment within the clinical placement

Embedding of Safeguarding		
The embedding of safeguarding is seen throughout the programme and are supported within both the academic and clinical setting.		
Module Code	**Module Title**	**Evidence**
NAM4043	Beginning Practice	Safeguarding is a core component of delivery and assessment within the clinical placement. Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement
NAM4030	Introduction to professional practice in Nursing	Within this module the nursing process will be identified and preserving safety will be explored in regard to the safeguarding of people. As a part of the assessment strategy the learner will write an academic essay which demonstrates their understanding of the nursing process in relation to the NMC Code related to professional practice.

NAM4031	Becoming an Adult Nurse	Learners will become reflective practitioners reviewing their personal and professional development over the year and safeguarding will be embedded within the indictive content of the module.
NAM5056	Progressing In Nursing practice	Safeguarding is a core component of delivery and assessment within the clinical placement
NAM5045	The professional context of nursing	The professional responsibilities of the nurses' roles in safeguarding adults will be identified and the importance of raising a safeguarding concern will be explored throughout the indicative content of the module. The modules assessment will require the learner to write a professional report of a situation which occurred in clinical placement where safeguarding aspects would be discussed.
NAM6092	Leading and Managing Care	Safeguarding is embedded within all core areas related to the integration of leadership foundations
NAM6100	Advancing Nursing Practice	Safeguarding is a core component of delivery and assessment within the clinical placement
NAM6097	Preparing for registration in Adult Nursing	Within the indicative content the nurse's responsibility for safeguarding adult and children will be explored.

1. Embedding of Prevent		
Prevent is delivered as part of the mandatory training and reviewed within the Tripartite progress review meetings whish are held throughout the programme		
Module Code	**Module Title**	**Evidence**
NAM4043	Beginning practice	Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement
NAM4031	Becoming an Adult Nurse	The Prevent training will be undertaken at the start of the academic year in line with the expected 2yr review.
2. Understanding of British Values		
Module Code	**Module Title**	**Evidence**
NAM4030	Introduction to professional practice in Nursing	British values are embedded within all core areas related to the Nursing and Midwifery code of practice.

NAM4043	Beginning practice	Within this module, all areas related to mandatory training will be delivered, completed and assessed prior to commencing clinical placement
NAM4031	Becoming an Adult Nurse	Reflections related to the NMC code of professional conduct will contribute to the fundamental concepts associated with British Values
NAM5056	Progressing In Nursing practice	British values are an embedded component of delivery and observed within the clinical placement
NAM6092	Leading and Managing care	British values are embedded within all core areas related to the integration of leadership foundations
NAM6100	Advancing Nursing Practice	British values are an embedded component of delivery and observed within the clinical placement

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*
- *Annex to the Regulations for Taught Degree Programmes: Regulations for Pre-registration nursing programmes (2023)*

8. Support for learners

The following systems are in place to support learners to be successful with their studies:

- The appointment of an apprentice partnership manager to support them through the programme
- A programme handbook and induction at the beginning of the course
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where they can access all University systems, information and news, record attendance at sessions, including access personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.
- Apprenticeship Partnership Managers will be designated and are responsible for designated case load of apprentices on a particular apprenticeship programme to act as key point of contact for and between the apprentice, academic team, Apprenticeship Hub, and the designated employer(s)
- Regular Tripartite progress meetings*

*Tripartite progress review meetings take place regularly throughout the apprenticeship and they are usually held every term or 12 weekly intervals.

At tripartite progress review meetings, the apprentice, their employer and the University representative (Apprenticeship Partnership Manager-APM and Apprenticeship Reviewer- AR) formally meet to assess progress. The review of progress is to ensure that the apprentice is on track both in terms of their academic programme and their work-based learning (Skills Training). The review meetings will track progress against the Knowledge, Skills and Behaviours (KSB) gained during an apprenticeship Programme. They provide an opportunity to agree any changes required to the apprentice's learning plan, and identify any actions needed to ensure the success of the apprenticeship

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching which is the learner entitlement whilst on the programme. Learners are invited to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys

- Programme Committees, via appointed student representatives
- Informal feedback to programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- Future nurse: Standards of Proficiency for registered nurses (NMC 2018)
- The IATE Registered Nurse Degree (NMC 2018) Standard
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

11. Degree Apprenticeships

Note: in this document the terms 'apprentice' and 'learner' are used interchangeably.

Apprenticeship Standard:	Registered Nurse Degree (NMC 2018) – ST0781
End Point Assessment (EPA):	Integrated EPA: Integrated into the design and assessment of this Degree Apprenticeship

Degree Apprenticeships combine university study and work-based learning to enable apprentices to gain a full master's or bachelor's degree qualification. This provision of an academic degree is integrated with experience, practice and learning in the workplace. An apprentice has paid employment status and does not pay any training costs or learner fees. Degree Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career.

The Standard and End Point Assessment Plan (EPA) – Integrated

As well as containing on programme training and assessment, all apprenticeship standards must contain an end-point assessment (EPA).

Apprentices must undertake an end-point assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. For integrated EPAs the training provider must be on the Register of End Point Assessment

Organisations (RoEPAO) and approved to undertake the EPA. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the "gateway" criteria to undertake the assessment. Integrated end-point-assessments are graded and the academic qualification and apprenticeship certificate is only awarded after end-point assessment is successfully completed.

An integrated end-point assessment must be administered by an independent assessor supplied by an appropriate organisation on the Register of End Point Assessment Organisations (RoEPAO) and must not have been involved in on-programme delivery of the apprenticeship.

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	■	C1	C2	C3	■	■	P1	P2	P3	P4	P5	T1	T2	T3	■	■
Level 4																				
Introduction to Professional Practice in Nursing							x				x	x				x				
Fundamental Skills for Nursing		x	x																	
Essential Anatomy & Physiology for Healthcare		x																		
Pharmacology and Numeracy in Nursing		x																		
Understanding Health, Illness and Disability across the Lifespan			x	x							x		x							
Becoming an Adult Nurse	x	x	x				x					x	x							
Beginning Practice	**x**	**x**	**x**				**x**				**x**	**x**								
Level 5																				
Approaches to Research Methods, Appraisal and Application in Nursing						x														
The Professional Context of Nursing							x					x				x				

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	■	C1	C2	C3	■	■	P1	P2	P3	P4	P5	T1	T2	T3	■	■
Understanding Health Conditions in Adult Nursing		x	x																	
Assessing Needs and Planning Care in Adult Nursing		x	x																	
Developing Competence in Adult Nursing											x	x	x							
Progressing in Practice											x	x	x			x		x		
Option																				
Socio-cultural Aspects of Health													x							
Infant Feeding													x							
Sexual Health													x							
Elective placement													x							
Towards competency in adult nursing (50% RPL learners only)											x	x	x							
Transition to adult practice (50%RPL learners only)											x	x	x							
Level 6																				
Medicines Management		x																		

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	■	C1	C2	C3	■	■	P1	P2	P3	P4	P5	T1	T2	T3	■	■
Leading and Managing Care				x				x				x		x	x	x	x	x		
Advancing Nursing Practice		x				x		x					x							
Coordinating Complex Care in Adult Nursing	x	x	x	■			x				x	x	x	x	x	x		x		
Preparing for Registration in adult nursing											x	x			x	x	x	x		
Attaining Competence in Practice	x	x	x	x			x				x	x	x	x	x	x	x	x		

Mapping of Registered Nurse Degree Apprenticeship (NMC 2018) Standard to Module Learning Outcomes

Registered Nurse Degree Apprenticeship (NMC 2018) Standard
(https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-nmc-2018-v1-1)

Module	Duty 1 K1 K2 K3 K4 K5 S1 S2 S3 S4 S5 S6 B1 B2 B3	Duty 2 K6 K7 K8 S7 S8 S9 S10 S11 S12 S13 B1 B2 B3	Duty 3 K9 K10 K11 K12K13 S14 S15S16 S17 S18S19 S20 S21B1 B2 B3	Duty 4 K14 K15 K16 K17 K18 K19 K20 K21 S22 S23 S24 S25 S26 S27 S28 S29 B1 B2 B3	Duty 5 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 S30 S31 S32 S33 S34 S35 S36 S37 S38 S39 S40 B1 B2 B3	Duty 6 K35 K36 K37 K38 K39 K40 S41 S42 S43 S44 S45 B1 B2 B3	Duty 7 K41 K42S46 S47S48 B1 B2 B3	Duty 8 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 S49 S50 S51 B1 B2 B3	Duty 9 K54 K55 S52 S53 S54 S55 B1 B2 B3	Duty 10 K55 K56 K57 K58 S55 S56 S57 S58 B1 B2 B3
Level 4										
Introduction to Professional Practice in Nursing	x	x				x				
Fundamental Skills for Nursing		x								
Essential Anatomy & Physiology for Nursing				x						
Pharmacology and Numeracy in Nursing					x					

Understanding Health, Illness and Disability across the Lifespan			x							
Becoming an Adult Nurse	x									
Beginning Practice	x									
Level 5										
Approaches to Research Methods, Appraisal and Application in Nursing					x					
The Professional Context of Nursing						x				
Understanding Health Conditions in Adult Nursing				x						
Assessing Needs and Planning Care in Adult Nursing				x	x					
Developing Competence in Adult Nursing	x					x				
Progressing in Practice	x	x								

Option										
Socio-cultural Aspects of Health			x							
Infant Feeding			x							
Sexual Health			x							
Elective Placement			x							
Towards competence in adult nursing (50% RPL learners only)						x				
Transition to adult nursing (50% RPL learners only)	x	x								
Level 6										
Medicines Management				x	x					
Leading and Managing Care								x	x	x
Advancing Nursing Practice							x			
Coordinating Complex Care in Adult Nursing						x				
Preparing for Registration in adult nursing	x	x								

Attaining Competence in Practice	x									x