

BSC (HONS) NURSING/REGISTERED NURSE: ADULT NURSING

BSC (HONS) NURSING/REGISTERED NURSE: CHILDREN'S NURSING

BSC (HONS) NURSING/REGISTERED NURSE: LEARNING DISABILITIES NURSING

BSC (HONS) NURSING/REGISTERED NURSE: MENTAL HEALTH NURSING

Faculty of Health

Academic Level:	6	Credits:	360
Apprenticeship Standard	Registered Nurse degree (NMC 2018)		
Apprenticeship Standard and Assessment Plan:	Registered nurse degree (NMC 2018) Assessment Plan The QAA Characteristic Statement for Apprenticeships can be found here .		
LARS Code of the Apprenticeship Standard	409	LARS Code of the University Award	304639
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster Fusehill Street Carlisle Barrow - Children’s Nursing excluded		
Programme Length:	Full time: 3 Years standard		
Mode of Delivery:	Blended learning		
Pattern of Delivery:	Full Time		
	Total weeks of study:	45 weeks (maximum) (see Annual Programme Structure for details)	
	Delivery pattern:	Combination of block delivery and day release	
	Standard semester dates:	No	
Placement:	Placements vary in length over the 3 years, but total 2,300 hours protected learning time over the programme length.		
PSRB:	The suite of apprenticeship programmes requires approval by the Nursing and Midwifery Council (NMC) endorsing it as meeting the national		

	Apprenticeship Standard published by the Education and Skills Funding Agency and the Institute for Apprenticeships. On successful completion of the specific programme pathway modules, the student is eligible to register with the NMC as one of the following: • Registered Nurse (Adult) • Registered Nurse (Children's Nursing) • Registered Nurse (Learning Disabilities) • Registered Nurse (Mental Health) [Other exit awards do not provide eligibility to register with the NMC]	
	Date of accreditation: 12/05/25	Accreditation period: Open ended
Employer Organisation:	NHS Trusts (various) Private and Voluntary Institutions e.g. care homes Care Commissioning Groups Hospices, care homes, GP practices	
End Point Assessment:	Integrated	
End Point Assessment Organisation:	University of Cumbria	
External Quality Assurance Body:	OFSTED – Teaching quality QAA – Integrated EPA NMC – Regulatory body	
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/apprenticeships/registered-nurse-degree-apprenticeship/	

Entry Criteria
Government funding rules require that an apprentice must: • Have the right to live and work in the UK, • Be in employment, in a role that allows them to develop the competencies in the apprenticeship standard • Be paid at least the legal minimum wage • Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date • Have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.

All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTTEM system, which it will assess according to the programme entry criteria.

Apprentices must meet the funding eligibility as set out in the DfE rules at the time of application.

Employer selection criteria

Current DfE funding rules for each cohort will apply. There are no entry requirements specified by the Apprenticeship standard for this programme.

University selection criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [RPL](#), please refer to the University website. Where an apprentice is granted RPL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for RPL will be advised how that may affect DfE funding

Detailed criteria for admission to this programme can be found on the programme webpage [BSc \(Hons\) Registered Nurse Degree Apprenticeship](#)

The NMC permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses (2019)* and programme outcomes, up to a maximum of 50 percent.

The following additional requirements apply for entry to this programme:

Nursing and Midwifery Council (NMC) Requirements

The NMC (2018) stipulate that together with practice learning partners we must confirm on entry to the programme that students:

- Meet the entry criteria for the Programme as set out by the University
- are suitable for the intended field of nursing practice: adult, mental health, learning disabilities and children's nursing
- demonstrate values in accordance with The Code (NMC, 2018)
- have capability to learn behaviours in accordance with The Code
- have capability to develop numeracy skills required to meet programme outcomes
- can demonstrate proficiency in English language

International students For Pre-Registration Health degrees we require an IELTS equivalent of 6.5 with no element less than 6.0. Further details can be found on our University of Cumbria Admissions pages

[English Language Requirements | University of Cumbria](#)

- have capability in literacy to meet programme outcomes
- have capability for digital and technological literacy to meet programme outcomes

Personal statement

Applicants should demonstrate motivation for the programme and reflect upon any practical experience they have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or informal context is essential.

Interviews

Applicants will be interviewed using the NHS values-based recruitment (VBR) (see link below for further information).

<https://www.hee.nhs.uk/our-work/values-based-recruitment> Places are offered following a successful interview conducted in partnership with employer organisations. People who use services and carers will also contribute to this process.

Offers are subject to satisfactory entry requirements, satisfactory disclosure and barring service (DBS) check and occupational health medical clearance. This will be facilitated by the University. You will be advised of the process and procedures when a provisional offer of place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff to ensure Fitness to Practise as required by the NMC. Information regarding fitness to practise and health requirements can be found here:

<https://www.cumbria.ac.uk/study/courses/undergraduate/adult-nursing/>

Good Character Reference

As part of the NMC's fitness to practise requirements <https://www.nmc.org.uk/concerns-nursesmidwives/fitness-to-practise-a-new-approach/>, information on a candidate's good character is sought in cases where the original employer reference does not satisfy this requirement. This reference must normally be from a current/most recent employer or a programme tutor if an employer is not available.

Transfers in

Students may request (in writing) a transfer to another Field (as an internal candidate): this request will involve an interview by the 'accepting' field pathway leader and is subject to approval.

Students may also request (in writing) for a transfer from another Higher Education Institution (HEI) via RPL process (see below). These claims are considered by a competitive selection process and the transfers are approved by the Programme leader or Pathway lead for the field. Successful applicants must be interviewed as per pre-registration recruitment policy and acceptance is subject to satisfactory references, academic and practice hour's transcript, occupational health and enhanced DBS clearance. RPL claims will be considered on an individual competitive basis, subject to a satisfactory mapping of module outcomes and NMC progression points; Bridging work may be required.

Recognition of Prior Learning (RPL)

The University's academic regulations specify the scope and operation of RPL procedures. This section of the University's regulations describes the processes which apply to all programmes, including the pre-registration programmes.

Principles:

All RPL claims are considered and confirmed by the RPL Officer and the relevant field pathway/programme leader. Transfers across Fields are considered and confirmed by the field pathway

leader. RPL and transfer claims are considered on an individual basis as part of the admissions process.

Applications for internal or external transfer **MUST** be considered by the programme/field pathway leader and the RPL Officer (for a decision re conditional acceptance onto a UoC programme). Specific RPL processes must be completed at the point of application.

RPL claims must be substantiated by:

- Academic transcripts/certificated learning, *and /or*
- Portfolio as required
- Transcripts detailing exact clinical hours.

RPL claims for pre-registration programmes can only be made for:

- All of a module (levels 4 and 5)
- Up to a maximum of 50% of the programme
- Students transferring from another nursing programme can only transfer credit to the maximum levels stipulated within the UoC Academic Regulations.

Process

RPL claims are assessed against explicit criteria in the curriculum map which shows where and how theoretical and clinical outcomes have been achieved, and how many theoretical and clinical hours have been completed. Applicants must complete the appropriate paperwork for consideration, and provide the appropriate supporting evidence, as and when requested:

Internal applicants: transfer request form, with all required signatures (PT, outgoing and receiving Programme leaders)

External applicants: application form, academic transcript and certificates, practice hours transcript, references (academic and employer), module learning outcomes.

Applicants are required to submit supporting evidence as an RPL portfolio. An RPL workshop is provided to which applicants are invited to in preparation to submission of the portfolio.

Once the field specific/programme leader has indicated potential suitability of the applicant, the receiving field leader contacts the internal applicants to arrange for an interview (following the undergraduate recruitment policy).

On successful interview the RPL portfolio is reviewed by the External Examiner.

Additional Qualifications

For this programme holding level 2 qualifications in English and maths **is** a pre-entry requirement. For those with an education health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL. However, all apprentices on this programme are required to have the required English and Maths qualifications as a prerequisite entry requirement.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme as a learner, you will:

1. Be capable of delivering safe and effective care to the highest standards.
2. Be compassionate, competent and confident.
3. Be autonomous practitioners who can make decisions regarding complex care using the best evidence and technology available.
4. Be equipped to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base.
5. Develop resilience and leadership skills required for the future

Specifically, our aim is to prepare you for eligibility to be admitted to the NMC register as a Registered Nurse in your chosen field of nursing through:

- Achievement of all theoretical and practice learning outcomes
- Achievement of the NMC standards of proficiency for registered Nurses (2018)
- Demonstration of good health and good character

The programme aims to develop your general professional and specialist interest in, knowledge and understanding of and proficiency of the NMC Platforms in:

1. **Being an Accountable Professional:** Registered Nurses act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate. They act professionally at all times and use their knowledge and experience to make evidence-based decisions about care. They communicate effectively, are role models for others, and are accountable for their actions. Registered Nurses continually reflect on their practice and keep abreast of new and emerging developments in nursing, health and care.
2. **Promoting health and preventing ill health:** Registered Nurses play a key role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations. They support and enable people at all stages of life and in all care settings to make informed choices about how to manage health challenges in order to maximise their quality of life and improve health outcomes. They are actively involved in the prevention of and protection against disease and ill health and engage in public health, community development and global health agendas, and in the reduction of health inequalities.
3. **Assessing needs and planning care:** Registered Nurses prioritise the needs of people when assessing and reviewing their mental, physical, cognitive, behavioural, social and spiritual needs. They use information obtained during assessments to identify the priorities and requirements for person-centred and evidence-based nursing interventions and support. They work in partnership with people to develop person-centred care plans that take into account their circumstances, characteristics and preferences.
4. **Providing and evaluating care:** Registered Nurses take the lead in providing evidence-based, compassionate and safe nursing interventions. They ensure that care they provide and delegate is person-centred and of a consistently high standard. They support people of all ages in a range of care settings. They work in partnership with people, families and carers to evaluate whether

care is effective and the goals of care have been met in line with their wishes, preferences and desired outcomes.

5. **Leading and managing nursing care and working in teams:** Registered Nurses provide leadership by acting as a role model for best practice in the delivery of nursing care. They are responsible for managing nursing care and are accountable for the appropriate delegation and supervision of care provided by others in the team including lay carers. They play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues.
6. **Improving safety and quality of care:** Registered Nurses make a key contribution to the continuous monitoring and quality improvement of care and treatment in order to enhance health outcomes and people's experience of nursing and related care. They assess risks to safety or experience and take appropriate action to manage those, putting the best interests, needs and preferences of people first.
7. **Coordinating care:** Registered Nurses play a leadership role in coordinating and managing the complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings. They contribute to processes of organisational change through an awareness of local and national policies.

Programme Outcomes

The programme provides opportunities for you to develop and demonstrate the following:

Level 4: After 120 credits of study you will be able to -

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to nursing practice and deploy a range of nursing, cognitive and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of nursing practice and communicate outcomes in a structured and clear manner.
3. Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of nursing and wider healthcare
4. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Registered Nurse in your chosen field
5. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Registered Nurse
6. Demonstrate a limited range of digital literacy

Level 5: After 240 credits of study you will be able to -

7. Apply and evaluate key concepts and theories within and outside the context of Nursing
8. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in nursing practice and in the generation of ideas effectively communicate information and arguments in a variety of forms.
9. Accept responsibility for determining and achieving personal outcomes in the field of nursing practice

10. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of nursing
11. Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Registered nurse in your chosen field of practice
12. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Registered Nurse
13. Demonstrate a developed range of digital literacy.

Level 6: After 360 credits of study you will be able to -

14. Critically review, consolidate and extend a systematic and coherent body of knowledge related to nursing practice
15. Critically evaluate concepts and evidence in the area of nursing from a range of resources.
16. Transfer and apply [insert sector/standard], cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
17. Communicate solutions, arguments and ideas clearly and in a variety of forms.
18. Exercise considerable judgement in a range of situations.
19. Completion of 360 credits which are directly mapped onto the Apprenticeship Standard for Registered Nurse in your chosen field of practice
20. Demonstrate a complex range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Registered Nurse
21. Demonstrate a complex range of digital literacy

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Registered Nurse Degree (NMC 2018) have been designed by employers in the healthcare sector.

The Degree Level Apprenticeship for the occupation Registered Nurse at the University of Cumbria leads to one of the following academic awards of:

BSc (Hons) Nursing/Registered Nurse: Adult Nursing

BSc (Hons) Nursing/Registered Nurse: Children's Nursing

BSc (Hons) Nursing/Registered Nurse: Learning Disabilities Nursing

BSc (Hons) Nursing/Registered Nurse: Mental Health Nursing

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30-hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a legal requirement that the apprentice does not pay any training costs or student fees.

Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career.

The programme has been endorsed (accredited) that it meets the Apprenticeship Standard by the Nursing and Midwifery Council (NMC). The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the University and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, apprentices must complete an average of 6 hours per week off the job learning for the duration of the apprenticeship minus statutory holidays (5.6 weeks per year). Apprentices are responsible for evidencing that they have completed the minimum set out in the training plan before they will be allowed to pass gateway for end point assessment. However, due to the NMC requirements, in this Apprenticeship you will typically have over 90% off-the-job training hours. Our approach to off-the-job training is to focus on protected learning hours during practice learning experiences well as teaching/learning hours with us as your training provider. Practice learning experiences allow you the flexibility to work on specific areas of learning which you wish to focus on and/or which arise as a consequence of the work situation. This benefits the employer because you are being developed as a Nurse holistically, and critically allows you to develop a range of skills which enables you to respond appropriately in a variety of clinical situations.

We record your protected learning hours (which form part of your on the job learning time) using an online timesheet within your online competency document. In addition, you will have a 3-way discussion between you, your University and your employer (tripartite review meeting) within the first 4 weeks of commencing programme, and subsequently every 12 weeks as a minimum. At this meeting your attendance, progress and development needs are discussed and agreed with you so you are clear on what you need to do to succeed.

Learners on the BSc (Hons) Nursing/RN apprenticeship programme will learn together with learners for the other fields of nursing. As an apprentice you will benefit from this shared learning experience. However, we also realise that there is some module content which is very specific to your chosen field of nursing. Therefore, you will have some sessions with apprentices from your field of nursing only to explore these concepts in more depth and to allow you to reflect on your practice experience and develop your professional identity as an adult, mental health, learning disabilities or children's nurse. The theoretical input is delivered by expert teaching staff and is based on latest evidence and research, using modern and creative teaching methods and technology. This includes some online learning, some face to face lectures, workshops and the use of creative simulation experiences with the range of technologies we have invested in. We offer excellent apprentice and academic support systems to help apprentices as they commence and continue through their studies.

Apprentices who qualify from this programme are sought after by employers in the NHS and social care and independent care settings because they are competent, compassionate, fit for purpose and make excellent future employees.

The Nursing and Midwifery Council (NMC)

Programmes preparing apprentices for the profession of nursing are subject to statutory regulation provided by the NMC <http://www.nmc-uk.org/About-us//>. The NMC specifies standards of education which must be achieved and maintained by Higher Education Institutions (HEIs), their associated clinical practice environments and the standards for proficiency which apprentices must achieve to be eligible for NMC registration.

Theory and practice time

This apprenticeship programme is delivered over 3 years and has a minimum 2,300 hours theory and 2,300 hours in clinical practice experiences where you gain hands on experience of nursing. This ensures that you are continually putting theory into practice and using practice experience to develop your understanding and make connections between concepts and theories. It is an NMC requirement that during that time your programme hours (theory and supervised learning time) total 4600 hours and all of these are considered off the job training so account for over 60%.

Good health and good character; The NMC Code of Conduct and UoC Apprentice Code of Conduct

The public has a right to expect the highest possible standards of behaviour and professionalism from nurses, and that qualifying nurses are fit to practise. This also relates to apprentices on nursing programmes and these standards apply to conduct during the programme.

All apprentices are expected to comply with the NMC Code

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> and the University of Cumbria Apprentice Code of Conduct

<http://www.cumbria.ac.uk/ApprenticeLife/Support/PuttingThingsRight/ApprenticeConduct.aspx>.

It is a statutory requirement that nursing apprentices sign an annual declaration of good health and good character confirming students continued fitness to practise.

At the end of the programme a statement of good health and good character is provided by the professional lead for pre-registration nursing which is then forwarded to the NMC. At the point of registration with the NMC on completion of the programme, the signing of the NMC declaration of good health and good character may be withheld if there are any unresolved professional issues.

Service user and carer involvement in your programme

Involvement of people who use services and carers is an integral part of the programme and we are actively continuing to encourage involvement in:

Recruitment

Curriculum development

Curriculum delivery

Assessment

Evaluation and quality enhancement

Employability

The programme encourages the development of skills and knowledge that will equip you for graduate employment, lifelong learning, and career planning as part of your current and any future role. In addition to the module content, your practice experience will provide structured experiences that will develop clinical skills that can contribute to your ability to be employable as a Registered Nurse.

The programme enhances your employability skills by, for example:

Developing your ability to undertake presentations to groups

Encouraging professional networking and the development of influencing skills

Encouraging the skills required for life-long learning

Developing your role as a leader from the outset of the programme

Considering options for career planning

Providing support for employability through <https://my.cumbria.ac.uk/Apprentice-Life/careers/> and Career Ahead.

The apprenticeship programme is offered at the University on an “open cohort” basis in a flexible mode that normally takes 3 years to complete. “Open cohort” means that students from different employers study the same programme as a group at the same time. However, subject to negotiation, certain bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

Interprofessional Learning

Interprofessional Education (IPE) is a core element of all undergraduate health and social care education within the Faculty of Health in line with government and Professional, Statutory and Regulatory Bodies (PSRB) directives. IPE involves students from two or more disciplines learning from and about each other, to enhance understanding of each other's professions, build interprofessional teamwork and equip students for working in multiprofessional teams in practice. Opportunities for IPE will occur throughout the programme, both within your practice-based

experiences and taught theoretical modules, using face to face engagement, digital methods and simulated practice.

Delivery Arrangements and Attendance

The delivery pattern for your Apprenticeship will be developed at the point you are accepted onto the programme to ensure we are meeting your needs and that of your Employer. Typically, some of the theory days are in week blocks, whilst typically you will have one day per week study day when in clinical practice. This study day might be a university taught day or might be a self-directed study day where you direct your own learning and might use this time to prepare for module assessments. When in clinical practice you will be applying taught knowledge and learning clinical skills during protected learning time to enable you to become a registered nurse. It is important that you view both elements as part of a cohesive work-integrated programme designed to develop you to reach your full potential as a Nurse. Attendance at all theory sessions as well as in practice is mandatory and will be monitored.

Annual Programme Structure

The Registered Nurse Degree Apprenticeship is structured over 45 weeks. These weeks comprise a combination of theory learning and practice learning experiences, together with designated annual leave and, where required, periods for retrieval or recoup of practice learning.

Year 1

- 41 weeks theory and placement (combined)
- 7 weeks annual leave
- 4 weeks retrieval of professional values/practice time (for those who require it)

Year 2

- 43 weeks theory and placement (combined)
- 9 weeks annual leave

Year 3

- 41 weeks theory and placement (combined)
- 7 weeks annual leave
- 4 weeks recoup of practice learning (for those who require it)

In order to maximise the flexibility of your learning of the programme, most taught University sessions have material available online to allow you to revisit aspects of the session at a later date and at your own pace. On some occasions the online materials will replace face-face delivery which will also serve to enhance your digital literacy skills alongside your Apprenticeship Standard requirements.

In your protected learning hours during practice experience there will be opportunities for you to be able to experience alternative contexts of care to further enhance your skills at that point in time or to allow you to develop a particular skill which you or your employer requires. You will be supported by a registered nurse during this.

Refer to Appendix 1 for further information on Apprenticeship delivery models.

Apprentices are expected to attend, in full, all scheduled learning, teaching and assessment sessions which form student's Apprenticeship training at UoC. In the pursuit of high expectations and professional standards, we expect all apprentices to achieve a 100% attendance and punctuality rate. Apprentices are expected to be punctual for all scheduled sessions. Arrival later than 10 minutes of the scheduled start of the session will generate a 'time stamp' in lieu of positive attendance. Late arrival will be reported as part of the overall attendance profile for each apprentice.

If an absence is unavoidable, it is your responsibility to inform the relevant lecturer that you will not be attending the session, the reason why and when you expect to return. Lecturers will share this information with the employer as part of our attendance monitoring. Such absences will be noted on the registers as an absence.

Absences are followed up by the Programme Team with the individual apprentice and employer within 48 hours of the absence to ensure continuity of experience and to offer support, as needed.

You should read the full attendance and punctuality policy for Apprentices and discuss any concerns with your employer.

Refer to Appendix 1 for further information on apprenticeship delivery models

Learning and Teaching

Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars, job shadowing and practice experiences. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is evidenced by the apprentice submitting monthly reports on OTJ hours completed in the APTEM system which will be assessed and approved by University Staff.

At Level 4 you typically have around 34 contact hours per week , typically consisting of:

11 hours of taught theory

6 self-directed study hours

8 hours - practice experience 1

7 hours - practice experience 2

2 hours - Simulated Practice learning

At Level 5 you typically have around 34 contact hours per week, typically consisting of:

11 hours of taught theory

6 self-directed study hours

9 hours - practice experience 1

7 hours - practice experience 2

1 hour - Simulated Practice learning

At Level 6 you typically have around 35 contact hours typically consisting of:

11 hours of taught theory

6 self-directed study hours

8 hours - practice experience 1

8 hours - practice experience 2

2 hours - Simulated Practice learning

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. On your planner you will see you are allocated self-directed study days. Sometimes you will be set work to do, but on other occasions this will allow you time to consolidate learning from taught sessions, undertake further reading, reflect on how this learning applies to your clinical practice experience and to prepare for formative and summative assessments.

Teaching Staff

All teaching staff on this apprenticeship are registered nurses and we have staff with registration in all 4 fields of nursing. They have a range of experience within their chosen field- some in community care, some working in inpatient settings in a variety of hospitals. Some have specialist nurse experience, whilst others have hospice, health visiting, private and voluntary sector experience. All registered nurses must demonstrate they are up to date and continue to learn and reflect on their practice through a 3 yearly process of revalidation with the NMC. Some staff are employed on nursing banks and maintain skills and credibility through undertaking clinical shifts. All staff have completed the PGCert Learning and Teaching for Higher Education or commence study of the newly revalidated PGCert Academic Practice within 2 years of employment contract. This allows staff to then gain level 2 accreditation as a Fellow of Advance HE. Many staff then progress to undertake Master's programmes of study - some in clinical areas and some in education, with several staff looking or having started doctoral study. This ensures both clinical and teaching credibility with staff who have contemporary knowledge and are up to date with creative and innovative teaching, learning and assessment strategies. Staff also have up to 25 Research and Scholarly activity days pro rata which they may use to advance their personal and professional development. Many staff attend national, local and University conferences. There is also a busy Schedule of in-house training/education opportunities for staff in-house to further advance their knowledge and skills around teaching, learning assessment and student support.

Work-Based Learning

As well as achieving an academic standard commensurate with the professional award, apprentices will have to be assessed as proficient in the specified outcomes (NMC Standards of Proficiency for Nursing). 50% of the programme is undertaken within clinical practice, as per NMC standards and evidence of this is demonstrated through successful completion of a qualificatory practice unit that does not contributory to the module mark. This is 2,300 hours for Registered nurses. These 2,300

practice hours will be allocated across 6 practice experience blocks. All learners will have 2 x practice experiences in each part of the programme. There will be a formative experience followed by a summative experience.

As a practice-based profession, it is crucial that theory and practice are integrated. The mapping of modules to the NMC Standards of Proficiency and Annexes A (Communication & Relationship Management Skills) and B (Nursing Procedures) and the apprenticeship standard demonstrates where the underpinning theory to support practice is delivered. Theoretical concepts are introduced and then revisited as students begin to integrate theory and practice in a meaningful and effective way as the programme progresses. Clinically relevant experience will enable students to make links between theory and practice in an environment which also promotes 'social learning'. The assessment strategy aims to progressively assess the acquisition of the knowledge, skills, behaviours and understanding required by a competent professional practitioner. There are University defined progression points normally at the end of part 1 (year 1 - level 4) and part 2 (year 2 - level 5) and at the end of part 3 (year 3 - level 6). Successful progression points at the end of part 3 will qualify learners for entry to the NMC professional Register.

You will undertake practice learning in a variety of settings where they will meet people who have needs associated with the relevant field of nursing. You will be allocated to a range of nursing settings to gain a breadth of experience and to allow achievement of proficiencies at the required level. These practice experiences will be with the employer, where possible, but maybe external to your own employer to allow a breadth of exposure and achievement of proficiencies to be demonstrated. This is often the case for smaller employers who cannot offer the diverse experience required. Practice areas include inpatient and community NHS trusts as well as GP practices, hospices and a range of private and voluntary sector organisations. All practice areas will have been audited and registered with the NMC as a suitable practice learning partner and will be compliant with the Standards for Student Supervision and Assessment, (NMC, 2018). A hub and spoke model is promoted so that learners gain as many experiences as they can in clinical practice, working with a range of social and healthcare practitioners to gain a better understanding of the role of other healthcare professionals and to gain a better understanding of the patient journey across differing departments and services.

As part of these practice experiences, up to 300 hours of Simulated Practice learning (SPL) will be allocated across the programme to enhance this practice experience. This will allow learners from all nursing fields to practise skills in a safe environment, to get exposure to clinical skills and scenarios that they may find difficult to experience in practice and to allow some further interprofessional learning opportunities.

The nursing team has representation on the Northwest Nursing Education Group (NWNEG) who have developed a common approach to placements, practice assessment and practice assessment records (PAR). A standardised PAR is in place to assist practice assessors and supervisors who support learners from multiple HEIs. The PAR has been mapped to the NMC standards of proficiency to ensure all proficiencies and knowledge, skills and behaviours (KSBs) of the apprenticeship standard are met.

You will upload signed PAR timesheets onto APTM as evidence of off the job learning hours on APTM, alongside all theory hours.

The balance of hours and the need to pass practice proficiencies are evidence of the equal weighting of theory and practice for the award. Summative assessment of practice is graded as a PASS/FAIL.

Students who fail practice through non-achievement of practice outcomes or proficiencies, as assessed by a named practice assessor (PA), will be given the opportunity of being re-assessed on failed outcomes or proficiency on placement. Learners who fail outcomes or proficiency at re-assessment will normally be immediately discontinued from the programme.

Students who are discontinued from the programme due to failure to achieve clinical competence, but who have completed and passed the theoretical elements of the programme, will be entitled to receive the academic credits gained during their time on the programme and may be eligible for an exit award.

Practice hours will be undertaken as protected learning time in clinical practice settings and using Simulated Practice learning. Practice hours will be logged on online-PARE and will be countersigned by Practice supervisors (PS) or Practice Assessors (PA). These hours offer more than the 20% off the job hour requirement for apprentices but PARE timesheets will also be uploaded to APTM alongside all recording of theory hours.

Where there are any practice concerns these will be documented as an action plan and reviewed accordingly in the TPR and online PARE document so that support can be offered accordingly.

Maths and English Development

The minimum Level 2 qualifications in English and Maths are an entry requirement of this programme. However English and maths skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular tripartite reviews between yourself, the employer and the University tutor will take place to review progress and set targets for ongoing learning. Learners will have their first TPR within the first 4 weeks. This is within the first theory block and is undertaken by the personal tutor. Subsequent TPRs are scheduled every 3 months, 4 times per year. These regular meetings will monitor progress and the tripartite system allows for dialogue between academic, you and PS/PA about progress and expected levels of achievement at different stages of the programme. As well as tracking your progress, the TPR meeting helps to plan your next development steps, using SMART targets with your Employer and the University. Engaging in and preparing for these meetings is vital for all who attend as this is the key mechanism to ensure you stay on track to achieve your Apprenticeship.

The frequency of TPRs will be based on the requirements of DfE Funding rules, in force at the time you start the programme. The exact interval of reviews must be agreed with individual employers and the details must be reflected in the Programme Handbook. The first TPR should take place within 4 weeks of the programme, followed by at least one every 12 weeks and 4 per year.

Assessment

A full range of assessment methods has been selected in order to enhance your learning and to help you to demonstrate the extent to which you have achieved all of the module learning outcomes, and, overall, the programme aims. Each module's learning outcomes relate to the module assessment item(s).

Apprentices have an opportunity across the programme to self-reflect on their progression and development. These self-reflections contribute to and are evidenced in assessments through a variety of means. In addition, we have designed assessments that are reflective of things that you might need to produce in the workplace, such as a care plan, a written report, a presentation or a short question and answer session. Apprentices will be able to apply their learning in practice and focus their assignments on examples from their chosen field of nursing and in relation to their own practice. Many of the assessments use a case study approach. Types and methods of assessment will include

Year 1

Self and peer assessment

Oral assessment

Presentation

Written assessment

Set Exercise

Portfolio

Practice proficiencies

Reflective writing

Year 2

Self and peer assessment

Oral assessment

Report

Skills assessment

Set Exercise

Project work

Practice proficiencies

Reflective writing

Year 3

Self and peer assessment

Report

Project work

Practical skills assessment

Written assignment

Oral assessment

Presentation

Practice proficiencies

Reflective writing

Development of NMC Standards for Proficiency and Annexe A and B through simulation

This normally takes place within the university setting and may be in a classroom or a designated skills laboratory, facilitated by specifically trained staff, using specialist equipment. Simulation provides safe learning opportunities in basic as well as potentially complex situations and also helps you to acquire important skills before going into a placement environment. Simulation will also be facilitated using role play, workshops and a variety of digital media and up to 300 simulated practice learning hours will be used to demonstrate achievement of clinical proficiency.

NMC Standards for Proficiency in Clinical Practice

There is one qualificatory practice units (QPU) each year spanning two practice experiences. The first practice experience in each part of the programme will be formative and the second summative. The year long Qualificatory practice unit (QPU) must normally be passed to progress onto the next part of the programme, or at the end of part 3 to enable registration with the NMC. A failed placement will be allowed one further attempt to recoup the fail. Failure of a second attempt at practice assessment will normally mean discontinuation from the programme. Qualified practice assessors assess apprentices' acquisition of skills and achievement of the NMC proficiencies in clinical practice. In addition to this, only practice assessors who have satisfied additional criteria are able to make the final sign off assessment of an apprentice's practice and confirm that the required competences for entry to the register have been achieved. Apprentices' professionalism, attitudes, good health and character are vital aspects of this assessment. University Link Lecturers and Placement Education Facilitators support both you as apprentices and assessors in the placements. The majority of theoretical work is linked to practice in some way and assessors will explore apprentices' underpinning knowledge, and also how your personal and professional characteristics impact on your performance.

Our learning and teaching strategy is based on the philosophy that Nurses occupy a privileged position within society. Patients, clients and members of the public have the right to expect the highest standards of professional behaviour; nursing lecturers are gatekeepers for the profession and safeguard entry to it. Undertaking the programme to be a nurse, whilst working and studying for this highly valued qualification is a challenging, exciting and stimulating process, on both personal and professional levels. The programme is designed to ensure that theory and practice are clearly linked throughout to enhance patient care. This includes the requirement for you to demonstrate the appropriate professional attitudes, values and character throughout written work, time on placement, and conduct on the programme.

Practice assessors involve service users, seeking their opinions when assessing apprentices on placement contributing to the overall decision regarding the achievement of proficiencies.

Summative and Formative Assessment

As part of the application process for this Apprenticeship you will have completed a Learner Needs Assessment which the Nursing programme team will use to tailor the programme to your current level of knowledge, prior experience and current work-setting. While on programme in your first year

(Level 4), your development needs will be further explored and you will be asked to self-assess and plan for your own development as a Nurse apprentice.

As an apprentice, you should be able to evidence progress throughout your programme as you develop your knowledge and apply it to the workplace. As you gain experience in the workplace you will draw on that to help you develop your knowledge. It is a requirement of the NMC that your practice/workplace assessor and your University lecturer are satisfied that you are developing sufficiently and that you are able to progress to the next level of your programme. Getting regular feedback from your Employer and University will help you gather evidence of your progress at work and for the requirements of the Nurse Apprenticeship Standard).

Feedback

Modules use formative and summative assessment so that apprentices progress through a module in a structured and constructive way and build knowledge for practice in a coherent and logical way. Formative assessments are designed so that feedback on the individual apprentice's performance is provided prior to the submission of the final, summative assessment – though this does not contribute to the final module mark, or the credit awarded.

There are a lot of different opportunities for feedback within both the programme. These include formal or informal, each offering a prompt to reflect on advice and guidance to develop as a learner. You will receive formative feedback throughout your course; this is entirely developmental and it does not come with a specified mark as a summative assignment would. However, at its heart, feedback is about developing you as an individual and a future practitioner in whichever course you are studying.

The feedback from your lecturer signposts your areas for development in the next piece of work you complete and should commend you for strengths to your work. One thing to be aware of is that all summative feedback will be given in the context of your learning objectives for the module. So, it is a good idea to look to these to understand and unpick the feedback you receive.

Reading, understanding and acting on the feedback you receive is important in helping you with your summative assessments and in preparing for future assessments. If you do not understand your feedback it is important that you ask for clarification.

Please see this link on [feedback](#) for further guidance

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that you have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's

decision to put you forward for end-point assessment, once all gateway criteria have been met and they are confident that you are ready.

The end point assessment for this programme is an integrated one, that leads to a career in a regulated profession (one where access to the profession is totally controlled by a professional body for example, the Nursing and Midwifery Council) and will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the gateway criteria for such an integrated end point assessment, they will not be able to complete the university's academic award.

Your EPA is integrated into your programme at UoC. UoC are responsible for the design, marking and decision to award the Apprenticeship. The independent external examiner will award the apprenticeship once all gateway criteria are met.

Before you attempt the EPA you must have achieved the minimum requirements of:

- Apprentice has met the knowledge, skills and behaviours
- Employer and NMC Approved Educational Institution (AEI) are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard
- Achieved English and mathematics at Level 2
- Achieved all required modules, taking into account any recognition of prior learning (RPL) of the following approved qualification: Degree in Nursing approved by the NMC
- Practice Assessment Document (PAD) completed and signed-off by their practice and academic assessor

Overview of End Point Assessment

Apprentices will complete all academic modules at level 4, level 5 and level 6 successfully (including practice elements). These marks will be presented at the University Progression and Awards Boards (UPAB) where successful completion of the programme will be confirmed. An independent external examiner (with professional competence) will be present at the (UPAB) to confirm the award of the apprenticeship. Completion of a learning plan evidencing that all the Knowledge, Skills and Behaviours have been met will be confirmed by the programme team prior to the End Point Assessment.

The EPA starts with the examination board and finishes when the University of Cumbria makes the required declarations to the NMC:

- uploads the apprentice's course and personal details to the NMC database
- sends the NMC a declaration of the apprentice's good health and character

The apprentice is not required to carry out any additional assessments

Graduate Prospects

You will finish this programme fully qualified to join the NMC Register, allowing you to practice as a Registered Nurse. The need for qualified Nurses is ever-expanding, so you can be confident that your qualification will open many doors for sustainable employment and career progression. You'll also be ready to take on one of our post-registration courses to continue your professional development.

Nursing offers you the chance to make a difference, a high degree of flexibility and a career with excellent employment prospects. Nursing is changing and with the advent of digital health technologies and the emphasis on caring for service users in more community and outward facing services, the scope for a greater variety of settings in which nursing is delivered has increased. Examples from recent graduates from our degree programmes include hospitals and specialist units such as critical care/surgery/medicine; accident and emergency; renal unit, cardiothoracic care; hospices; community nursing; general practice; nursing homes. Mental health in-patient units, community mental health teams, Specialist teams such as adolescent mental health, drug and alcohol Services, forensic mental health in both the NHS, Private and Voluntary Sectors, prisons; Learning disabilities (LD) community teams. LD forensic services; school nursing for children with learning disabilities; There is also potential to work internationally as a UK nursing qualification is recognised as respected benchmark of quality, and UK educated Nurses as highly sought after. Your Apprenticeship prepares you for the variety of settings in which you may eventually work by ensuring that you develop knowledge, experience and confidence to be able to work with service users as partners and with other healthcare professionals. Apprentices are supported by the academic team and their employer regarding career development and a successful future. Apprentices can also contact University of Cumbria Careers Team for further advice and guidance.

MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
NURS4101	Fundamentals of Nursing Practice	40	Core
NURS4102	Applied Biological Sciences for Health across the Lifespan	20	Core
NURS4103	Concepts of Health and Wellbeing	20	Core
NURS4104	Fundamentals of Decision- Making	40	Core
NURQ9105	Part 1 Practice Assessment	0	QPU

Year 2 (120 credits)			
Code	Title	Credits	Status
NURS5101	Therapeutic Interventions	40	Core
NURS5102	Nursing Practice	20	Core
NURS5103	Advancing Nursing Practice	40	Core
NURS5104	Advancing Decision Making in professional practice	20	Core
NURQ9106	Part 2 Practice Assessment	0	QPU

Year 3 (120 credits)			
Code	Title	Credits	Status
NURS6101	Public and Population Health	20	Core
NURS6102	Service and quality Improvement	40	Core
NURS6103	Consolidating Nursing Practice	40	Core
NURS6104	Transition to registered Practice	20	Core
NURQ9107	Part 3 Practice Assessment	0	QPU
EPAG9012	Registered Nurse Apprenticeship Gateway	0	QPU

Students exiting at this point with 360 credits and the Qualificatory Practice Unit and would achieve the target award of the BSc (Hons) Nursing/Registered Nurse (Adult nursing/Children's nursing/Mental Health nursing/Learning Disabilities nursing) and be eligible to apply for registration with the NMC

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Qualificatory practice units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award May be available if you are not successful in the QPU element of your programme. All Programmes MUST include a Gateway QPU

Timetables

Timetables are normally available no less than 4 weeks before the start of Semester 1. Please note that while we make every effort to ensure timetables are as apprentice friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Apprentice Support

Support in your Workplace

At your workplace, you will be supported by your employer. The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the student, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTM system and may be audited by DfE or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships. Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

Nominated Person

Each Placement will have a nominated person who oversees all practice learning in the environment. This person will be available to support you and be able to suitably address your concerns should you have any.

Practice Assessors have a key role in assessing and confirming your proficiency and providing assurance of your achievements and competence. This includes facilitating learning opportunities and ensuring any reasonable adjustments are in place so you can get maximum benefit from the practice experience. A practice assessor will observe you, conducting and recording your assessments informed by your reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. They will also liaise with the Academic Assessor, scheduling communication at relevant points.

Practice Supervisors are registered nurses, midwives or other registered health/social care professional. In many practice areas you will be supported by several Practice Supervisors. Some areas may adopt a team-based approach due to the nature of the experience. Practice Supervisors have an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the experience. Practice supervisors contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of your proficiencies providing specific feedback to the Practice Assessor on your progress.

Supervision in other placement areas (i.e., those areas where there are no health/social care registrants). A range of staff can support learning and have a vital role in your learning and development even though they may not be contributing formal assessment of proficiencies. However, these staff members can provide valuable feedback on your achievements within the PAD on the *Record of communication/additional feedback pages*.

Academic Assessors are Registered Nurses and are nominated for each part of the educational programme. Academic assessors are likely to be your university lecturers. The same Academic

Assessor cannot contribute to the student assessment in *consecutive* parts so you will be allocated a different one for each part of the programme. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend you for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms. All scheduled interviews between you, practice supervisors/assessors and academic assessor's as well as communications/ additional feedback needs to be recorded on the relevant pages in the PAD.

Link lecturers are University lecturers who also have a role as a named link lecturer for clinical practice settings. The main duty and responsibility of the link lecturer is to assist the practice area to provide appropriate learning experiences via the audit process and to be a general point of contact. Your first point of contact would be your allocated academic assessor, but the link lecturer may be a useful contact.

Practice Education Facilitators (PEFs) are Registered Nurses or Health Professionals in practice settings who act as a link between the University of Cumbria and some health care providers throughout Cumbria and North Lancashire. Although the remit of the role may vary between each site there are key functions that are undertaken by each of them, for example an important part of their role is to play a major role in the maintenance and development of the quality systems and processes in the practice areas.

University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort

across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

We provide responsive apprentice support that promotes student success. Our approach to apprentice support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As an apprentice of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

University Induction

You will undertake a thorough induction programme with targeted sessions to explain the Apprenticeship programme, its requirements, the logistics and how you will be supported to the Gateway.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. In addition to your Personal Tutor, you will have a designated an Academic Assessor whose role it is to have oversight of you overall development as well as to work with your Practice Assessor to decide if you are making sufficient progress to move to the next level of study.

Personal Development Planning

Apprentices on the programme develop personally and professionally. Student's development is shaped, not just by the programme but by a range of activities which are additional to the programme. These include:

- The opportunity to represent the University as Apprentice Quality Ambassadors or Apprentice Representatives.
- Engagement in professional conferences such as Positive Choices (for LD apprentices), the Dementia Day (all apprentices), the Health and Wellbeing Conference (all apprentices) and the Royal College of Nursing Conference (all apprentices).
- The Careers Day in year 3 providing an opportunity to meet employers and network professionally.
- These opportunities take apprentices outside of student's usual experience and bring them into contact with situations that challenge them, provide experiences on which to reflect on students' skills and knowledge and foster their own creativity.
- Employer-led activities to develop your skills into the roles that you will hold on completion of the programme.

Training Hours

DfE 's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. DfE has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*".

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up-to-date record of off the job learning hours completed by submitting a monthly summary of hours in the APTM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

A degree level apprenticeship will always require more training hours than the minimum figure set in the funding rules, the hours for this programme are regulated by the NMC.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the Training Plan. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

<https://www.gov.uk/guidance/apprenticeship-funding-rules>

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions:

- A student on this programme is not permitted to retake any of the modules.
- For modules with no practice assessment elements, should you fail the initial (first) assessment and the first reassessment opportunity, you will be offered a 2nd reassessment opportunity on the condition that you engaged with the first reassessment opportunity (for which you will be provided the appropriate academic support). If you subsequently fail this 2nd reassessment, you will be required to exit the programme with the relevant exit award and transcript of awarded credits.
- Progression to level 5: You must successfully complete a minimum of 80 Level 4 credits before attempting any study at level 5. The remaining 40 level 4 credits must be completed successfully before commencing any study at level 6.

- Progression to level 6: You must successfully complete a minimum of 80 Level 5 credits before attempting any study at level 6.

External and Internal Benchmarks

The programme outcomes are referenced to the Apprenticeship Standard for Registered Nurse (and also the related Assessment Plan) [apprenticeship-standards/registered-nurse-degree-nmc-2018-v1-1](#)

Future Nurse Standards for Proficiency for Registered Nurses 2018 (includes platforms 1-7 and Annex A and B) [future-nurse-proficiencies.pdf \(nmc.org.uk\)](#)

Part 1: Standards Framework for nursing and midwifery education 2023 (including the requirement for RPL) [Standards framework for nursing and midwifery education \(nmc.org.uk\)](#)

Part 2: Standards for apprentice supervision and assessment 2018 [student-supervision-assessment.pdf \(nmc.org.uk\)](#)

Part 3: Standards for preregistration nursing programmes 2018 (including Annex 1 -Directive 2005/36/EC) [programme-standards-nursing.pdf \(nmc.org.uk\)](#)

NMC The code: [The Code \(nmc.org.uk\)](#)

Part 3: Standards for prescribing programmes 2019 [programme-standards-prescribing.pdf \(nmc.org.uk\)](#)

NMC Guidance on Good Health and Good Character [guidance-on-health-and-character \(nmc.org.uk\)](#)

NMC Fitness to Practise [Fitness to practise annual report - The Nursing and Midwifery Council \(nmc.org.uk\)](#)

NHS Knowledge and skills framework

QAA Standards for work-based and placement learning (2019)

[UK Quality Code, Advice and Guidance: Work-based Learning \(qaa.ac.uk\)](#)

[Subject Benchmark Statement: Health Studies \(qaa.ac.uk\)](#)

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

[University of Cumbria Towards 2030](#)

UoC Learning, Teaching and Assessment Strategy

[Academic regulations | University of Cumbria](#)

[UoC Placement Policy for Health Care Professionals | University of Cumbria](#)

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year

will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/registered-nurse-degree-apprenticeship/>

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.