Higher/Degree Level Apprenticeship Programme Specification

University of Cumbria

This programme specification is designed for prospective employers and their apprentices, academic staff, enrolled students and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Apprenticeship Standard Title	Registered Nurse Degree (2018)
Programme Title and Name of Award	This apprenticeship programme specification refers to a suite of apprenticeships which lead to one of the following awards: BSc (Hons) Nursing/Registered Nurse: Adult Nursing BSc (Hons) Nursing/Registered Nurse: Children's Nursing BSc (Hons) Nursing/Registered Nurse: Learning Disability Nursing BSc (Hons) Nursing/Registered Nurse: Mental Health Nursing

Academic Level	6	**Total Credits**	360

Apprenticeship Standard and Assessment Plan	Registered Nurse https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-(nmc-2018)-v1-1 ST0781 The QAA Characteristic Statement for Apprenticeships can be found here.

LARS Code of the Apprenticeship Standard	170	**LARS Code of the University Award**	304639

Professional Body Accreditation / Qualification	The suite of apprenticeship programmes has been accredited by 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 Professional Body Accreditation	December 2019	**Accreditation Period**	Open ended approval
Employer Organisation	NHS Trusts (various) Private and Voluntary Institutions e.g. care homes Care Commissioning Groups
End Point Assessment	Integrated
End Point Assessment Organisation	University of Cumbria
External Quality Assurance Body	NMC
HECoS Code	100279
Criteria for Admission to the Programme	Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and 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. Selection of apprentices (in England) is principally an employer-led activity. Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way: • Levy paying employers with sufficient funds in their digital account – 100% funding • Non-Levy payers - 95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme. • Non levy paying organisations, must register on the Governments Digital Apprenticeship Service and reserve funds for their apprenticeship prior to the programme starting unless they are being funded by levy-transfer. 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 directly via an employer. After acceptance by an employer, the University of Cumbria will require a

	formal application, which it will assess according to the programme entry criteria:
	Employer selection criteria
	Prior to commencement apprentices will have their numeracy, literacy and digital skills assessed by the NMC Approved Education Institution to ensure the apprentice has the necessary skills at a minimum of Level 2 to meet the requirements of the programme.
	University selection criteria
	Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website.
	Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/nursing-adult/
	https://www.cumbria.ac.uk/study/courses/undergraduate/childrens-nursing/
	https://www.cumbria.ac.uk/study/courses/undergraduate/learning-disabilities-nursing/
	https://www.cumbria.ac.uk/study/courses/undergraduate/mental-health-nursing/
	English & Maths
	Apprentices should have a minimum of Level 2 qualifications in English and Maths (or must complete both before the Apprenticeship gateway point is reached).
	For this programme holding level 2 qualifications in English and Maths *is* a pre entry requirement.
	Exit from employment
	If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.
	If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.
	If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme.
Additional Qualifications	No additional qualifications required

Teaching Institution	University of Cumbria
Owning Institute	Institute of Health
Programme delivered in conjunction with	NHS Trusts (various) Private and Voluntary Institutions e.g. care homes Care Commissioning Groups
Principal Mode of Delivery	Blended learning, Work-Based Learning The delivery of the programme may be negotiated with the employer and may be subject to change.

Pattern of Delivery	Full Time	
	Total weeks of study:	208
	Delivery pattern:	3 x 70 weeks
	Standard Semester Dates:	No

Delivery Site(s)	Carlisle: Fusehill Street Lancaster Barrow Delivery may also be at other approved partner institutions.
Programme Length	Minimum 48 months
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full degree programme. • Certificate of Higher Education in Health Studies on completion of 120 CAT points level 4 • Diploma in Higher Education in Health Studies on completion of 120 CAT points level 4 and 120 CAT points level 5 • BSc Ordinary Degree in Health Studies on completion of 120 CAT points level 4 and 120 CAT points level 5 plus 60 CAT points level 6 • BSc (Hons) in Health Studies on completion of 120 CAT points level 4 and 120 CAT points level 5 plus 120 CAT points level 6
Period of Approval	Spring 2020 to 31st July 2026

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, locations, and employers in every academic cycle. Potential apprentices should contact the University for details of the recruiting offer.

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Registered Nursing have been designed by employers in the Health sector.

The Degree Level Apprenticeship for the occupation Registered Nurse at the University of Cumbria leads to the academic award of BSc (Hons) Nursing / Registered Nurse: Adult Nursing / Children's Nursing / Learning Disability Nursing / 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.

Apprenticeships combine university study and workplace learning to enable apprentices to develop full occupational competence in their profession. 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 (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016).

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, as well as being referenced to the QAA Subject Benchmarking Statement for Registered Nursing and other academic standards. 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, a

minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits. 20% is a minimum requirement and the actual number of hours required will be specified in the commitment statement for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the commitment statement 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 60% off-the-job training hours. Our approach to off-the-job training is to focus on supernumerary hours in the workplace/placement as well as formal teaching/learning hours with us as your training provider. Practice developed during the supernumerary hours allows 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 supernumerary practice hours (which forms part of your on the job learning time) using an online tool deployed across the North-West which is similar to a time sheet. In addition, you will have a 3-way discussion between you, your University and your employer (tripartite review meeting) at least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer. 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.

Each BSc (Hons) Nursing/RN apprenticeship programme sits alongside 3 other Nursing pathways and apprentices will benefit from contact with other cohorts to enrich their learning experience. The theoretical input is delivered by expert teaching staff and is based on latest evidence and research, using modern teaching methods and technology. We offer excellent apprentice support systems to help apprentices 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 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

An Apprenticeship requirement is that the programme takes place over a minimum of 48 months with at least 20% of that time being dedicated to off-the-job training (typically at University) and the remaining 80% in the workplace – in this way apprentices are continually putting theory into practice and using students practice to develop their 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 Apprentice Conduct

The public has a right to expect the highest possible standards of behaviour and professionalism from all of its Nurses, and that qualifying Nurses are fit to practise. This also relates to recruitment of apprentices as well as 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

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop student's involvement in:

- Recruitment

- Curriculum development

- Curriculum delivery

- Assessment

- Evaluation and quality enhancement

As a programme, we were part of the 3rd wave of the NHS Institute for Innovation and Improvement's project on developing and supporting innovation in clinical practice through pre-registration programmes. This was an extremely important project – we worked with the NHS (the Institute and local partners) so that apprentices could identify and implement potential service developments. Although the project is completed, service innovation and improvement remains a feature in this programme as part of an interprofessional learning strategy, as module content and as part of the remit for our Student Quality Ambassadors (SQAs). Our local Trust partners are very supportive of this as it clearly links organisational development and leadership behaviours in an integrated and effective way.

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
- Considering options for career planning
- The provision of a Careers Fair for nursing apprentices with employer stands and speakers
- 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 part-time block mode that normally takes 3, 4 or 5 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.

Regular tripartite review meetings between the apprentice, the employer and the University will take place to review progress and set targets for ongoing learning at least twice each year, (in addition to

the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer.

Interprofessional Learning: Interprofessional Learning (IPL) is a core element of all undergraduate health and social care education within the Institute for Health in line with government and Professional, Statutory and Regulatory Bodies (PSRB) directives. In line with the IPL strategy as courses are revalidated, they include at least one module per year which includes IPL in the indicative content. Each year there will be 2-3 events, for example conferences or lectures which will complement the students' own professional modules and allow the students to come together to apply students uni-professional learning to the IPL shared learning events.

IPL Learning Outcomes for Institute of Health programmes:

Level 4: Demonstrate an understanding of the concept of interprofessional learning as applied to the self and other professional groups in health and social care settings, and its importance in care and service delivery.

Level 5: Critically reflect upon students' professional role and that of other professional groups within health and social care settings with the aim of analysing how teamwork can impact on care and service delivery.

Level 6: Critically reflect upon students own professional role and that of other professional groups within health and social care settings with the aim of evaluating the leadership and management of multidisciplinary care and service delivery.

Aims of the Programme

The overall aims of the Programme are:

1. To ensure that our qualifying Nurses are capable of delivering safe and effective care to the highest standards.

2. To ensure that qualifying Nurses are compassionate, competent and confident.

3. To equip qualifying Nurses to be autonomous practitioners who can make decisions regarding complex care using the best evidence and technology available.

4. To equip qualifying Nurses to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base.

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 students' knowledge and experience to make evidence-based decisions about care. They communicate effectively, are role models for others, and are accountable for students' actions. Registered Nurses continually reflect on students 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 student's 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 students 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 students' 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 students 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 students' 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 – Knowledge and Understanding

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

The programme outcomes identified within the programme have been taken from the Registered Nurse Apprenticeship Standard 2019: https://www.instituteforApprenticeships.org/Apprenticeship-standards/registered-Nurse-degree-nmc-2018/

Level 4: After 120 credits of study (CertHE) you will typically be able to –

K1. Foundational theoretical knowledge, concepts and principles for nursing practice (professional studies; biological sciences; psychosocial sciences).

K2. An ability to interpret and apply core principles of nursing practice in providing high quality person-centred, holistic care and support for individuals and communities.

K3. An introductory knowledge and understanding of concepts of evidence-based practice and research design and methods as applied to nursing practice.

Level 5: After 240 credits of study (DipHE) you will typically be able to demonstrate to –

K4. Applied knowledge and a critical understanding of the principles of nursing practice in support of individuals and communities.

K5. Applied knowledge and a critical understanding of the principles of nursing practice in various health and care settings and across organizational boundaries.

K6. Knowledge of the main methods of enquiry for nursing practice to be able to critically evaluate and utilise an appropriate evidence base for safe, current and future practice.

K7. Critical understanding and application of knowledge to a range of clinical and care skills consistent with the roles, responsibilities and professional values whilst recognizing limits of that knowledge.

Level 6: After 360 credits of study (BA/BSc (Hons)) you will typically be able to –

K8. A detailed, coherent knowledge and a systematic understanding of the principles of nursing practice as applied to your chosen field of nursing.

K9. Critical evaluation of the quality of the evidence-base and articulate challenges related to its implementation and application in complex clinical situations.

K10. Develop appropriate management of change strategies for clinical practice settings, demonstrating a thorough critical evaluation of the underpinning literature.

Programme Outcomes – Skills and other Attributes (including Employability Skills and Behaviours)

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

Level 4: After 120 credits of study (CertHE) you will typically be able to –

S1. Evaluate the appropriateness of different approaches to solving problems related to nursing practice.

S2. Communicate the results of your studies accurately and reliably using structured, coherent arguments to demonstrate your knowledge and understanding.

S3. Demonstrate skills, attitudes and behaviours that contribute to the safe delivery and monitoring of high-quality person-centered, holistic care and support for individuals and communities.

Level 5: After 240 credits of study (DipHE) you will typically be able to demonstrate to –

S4. Critical analysis of information, research and guidance and utilisation of an appropriate evidence base to improve the quality of care and patient safety.

S5. Effective communication of information, arguments and analysis using a variety of forms with specialist and non-specialist audiences, demonstrating the ability to engage with a wide range of individuals.

S6. Taking initiative in a variety of situations and performing a range of clinical and care skills consistent with the roles, responsibilities and professional values whilst recognising limits of knowledge and boundaries of practice.

Level 6: After 360 credits of study (BA/BSc (Hons)) you will typically be able to –

S7. The ability to practise competently according to NMC Standards.

S8. Demonstrate clear leadership and management abilities through appropriate decision-making, resource allocation and delegation of staff.

S9. Plan and be prepared to undertake research in practice, lifelong learning and professional development.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme outcomes are referenced to the Apprenticeship Standard for Registered Nurse (and also the related Assessment Plan) https://www.instituteforapprenticeships.org/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) https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-Nurse-proficiencies.pdf

Part 1: Standards Framework for nursing and midwifery education 2018 (including the requirement for APL) https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf

Part 2: Standards for apprentice supervision and assessment 2018 https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/apprentice-supervision-assessment.pdf

Part 3: Standards for preregistration nursing programmes 2018 (including Annex 1 -Directive 2005/36/EC) https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-nursing.pdf

NMC The code: https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf

Part 3: Standards for prescribing programmes 2019 https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/programme-standards-prescribing.pdf?_t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d&_t_q=prescribing&_t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38&_t_ip=194.81.188.4&_t_hit.id=NMC_Web_Models_Media_DocumentFile/_4f251eed-4ea6-41dc-a9ca-1d8cbfa0b6f8&_t_hit.pos=1

NMC Guidance on Good Health and Good Character

https://www.nmc.org.uk/education/what-we-expect-of-educational-institutions/good-health-and-good-character-for-aeis/

NMC Fitness to Practise https://www.nmc.org.uk/globalassets/sitedocuments/annual_reports_and_accounts/ftpannualreports/nmc-annual-fitness-to-practice-report-2010-2011.pdf?_t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d&_t_q=fitness+to+practice&_t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38&_t_ip=194.81.188.4&_t_hit.id=NMC_Web_Models_Media_DocumentFile/_a8b19df0-24a2-4808-ad40-c3409a397c8d&_t_hit.pos=1

NHS Knowledge and skills framework

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

https://www.qaa.ac.uk/quality-code/advice-and-guidance/work-based-learning#

UoC Strategic Plan

UoC Learning, Teaching and Assessment Strategy

[UoC Academic Regulations and Academic Procedures and Processes](#)

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

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

Graduate Prospects

You will finish this programme fully qualified to join the NMC Register, allowing you to practice as a 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; community nursing; paediatric intensive care, neonatal intensive care; regional specialist children's hospital: community children's nursing; children's wards; neonatal cardiac unit. Mental health in-patient units, community mental health teams, Specialist teams such as and adolescent mental health, drug and alcohol Services, forensic mental health in both the NHS, Private and Voluntary Sectors; Learning disabilities (LD) community teams. LD forensic services; school nursing for children with learning disabilities; Children's hospice; independent mental capacity advocate.

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.

Students are supported by the academic team and their employer regarding career development and a successful future. Students can also contact University of Cumbria Careers Team for further advice and guidance.

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, the pattern of delivery is that you have a notional day a week for your University learning, a notional 2 days a week for supernumerary hours (supervised working hours with a Registered Nurse) and 2 days a week in which you are doing your job. It is important that you see the 3 elements as part of a cohesive work-integrated programme designed to develop you to reach your full potential as a Nurse.

In order to maximise the flexibility of your learning 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 supernumerary working hours 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 these hours.

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

All Apprenticeship programmes are planned in partnership with the employer and as such we do not operate a system of authorised or unauthorised absences – all absences from a scheduled session are marked as 'absent'.

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 the responsibility of the apprentice to inform the relevant tutor that they will not be attending the session, the reason why and when they expect to return. Tutors 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.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As an apprentice at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and apprentice support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

Knowledge, understanding, skills and other attributes are taught at the University with apprentices putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

Our approach to teaching, learning and assessment is designed to:

- be apprentice-centred, flexible and modern whilst being challenging and stimulating;
- support different learners' needs at different stages of development;

- be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE) learner plan APTEM;

- actively ensure the linkage of theory with practice;

- explicitly consider, value and incorporate service user and carer perspectives, involving service users and carers directly, as per the Institute strategy;

- impart academic rigour to the teaching and learning processes;

- develop the apprentice as independent and self-directed, inculcating the ethos of lifelong and reflective learning;

- develop the apprentice's abilities to learn effectively and progress academically, performing academically at level 6 in terms of achieving the programme aims and outcomes through a variety of assessments, including an in-depth evidence-based literature review (dissertation) as well as leadership and change management.

Teaching and learning methods

Teaching and learning methods will include discourse, discussion, debate, small group work, seminar presentations, reflection-on and in-practice, context-based learning (also referred to as problem-based learning), and flexible, distributed learning (FDL) using Blackboard. Each module will facilitate the further development of literacy and I.T. skills, as well as the development of other key lifelong learning skills, and both tutors and apprentices will monitor and evaluate this development via a Personal Learning Plan utilising APTEM. Your Learning Plan is an important tool that will evidence your development as you move through the programme and ensure you are ready to complete the programme and progress through your End Point Assessment.

The modules are each carefully designed to ensure that you are developing knowledge, skills and behaviours from the [Registered Nurse Apprenticeship Standard](). Woven into this design is the development of English, to further enhance your communication skills (key to being an effective Nurse), and maths to ensure you are confident in using numeracy skills in your role. The programme also includes discussions and activities around safeguarding and supporting the vulnerable; Prevent and key values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Types and Methods of Assessment

A full range of assessment methods has been selected in order to enhance apprentice learning and to help apprentices to demonstrate the extent to which they 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 student's progression and development. These self-reflections contribute to and are evidenced in assessments through a variety of means.

Types and methods of assessment will include group seminars and presentations; essays; interpersonal skills analysis; Personal Learning Plan (APTEM); examination (context-based scenarios); map of patient/client experience; reflective essay; community health profile; learning statement; reflective incident recording; resource package; poster presentation; dissertation

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

This normally takes place within 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 apprentices 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 may be used to demonstrate achievement of clinical proficiency.

NMC Standards for Proficiency in Clinical Practice

There are 2 qualificatory practice units each year taking place over two placements. Within part 1 and 2 both placements are summative and must normally be passed to progress on the programme, within part 3 both placements are summative and must be passed to progress and 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 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 students personal and professional characteristics impact on their 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. Training to be a Nurse, whilst working and studying for this highly-valued qualification is a challenging and stimulating process, on both personal and professional levels. The programme is designed to ensure that theory and practice are clearly linked throughout in order to enhance patient care. This includes the requirement for apprentices to demonstrate the appropriate professional attitudes, values and character throughout students written work, their time on placement, and conduct on the programme.

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop student's involvement in curriculum development and delivery. Practice assessors involve service users, seeking students' 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 during NURG4003 Understanding Evidence Based Practice 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 tutor 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. At least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer, you will have a 3-way meeting (tripartite review meeting) during which you will discuss your progress and 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.

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.

The wordage – or equivalent – for both formative and summative assessments is counted towards the whole module assessment wordage.

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship programme that apprentices must maintain a learning plan of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this learning plan is discussed and reviewed with your employer on a regular basis. The progress with the development of your learning plan will be discussed during review meetings with you, the University and your Employer to ensure that you are making suitable progress.

On successful completion of the programme you should be ready to undertake your integrated End Point Assessment (EPA) with University of Cumbria, as approved by the NMC and your employer. The EPA comprises your academic and practice achievement being progressed through the University Assessment Board to ensure you have met all the requirements put in place by University of Cumbria and the NMC Standard.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these 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.

Management of Work Integrated Learning

A key element of an Apprenticeship is that your work and learning are integrated to ensure you can demonstrate you meet the skills, knowledge and behaviour requirements of the Registered Nurse Apprenticeship Standard. This programme will do that by:

- Robustly recording your off-the-job training and its impact on your development and your Employer. In addition to formal classes/workshops, you will potentially have access to your other settings within you own workplace and placements to support your development (you will have time sheets to capture hours and a practice document to complete to evidence this).

- Supporting you to transfer classroom learning to the workplace through productive tripartite meetings with your Employer and University at which we will discuss your development and agree SMART targets with you for continuing progress/support. These meetings will usually be face-to-face or via Skype with the University and your Employer or work supervisor. Your tutor will take the lead in organising these and it is important you and your Employer make time to attend and engage in the meeting. Each meeting is documented and all who attend receive a copy of the completed meeting form – you should retain copies for your records.

- Providing you with the platform and skills to develop your learning plan evidencing you have met the Apprenticeship Standard. We also send regular reports to your employer after key points in the year so they are kept informed of your progress.

Supporting you if you are not making expected progress so you can get back on track. Effective tripartite meetings will provide early indication of any concerns to be addressed in relation to your progress or engagement with the programme.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they 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.

The end point assessment for integrated degree apprenticeships that lead 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 Health Care Professions Council) will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the criteria for 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:

- Level 2 English (Which you need to enter the programme)
- Level 2 maths (Which you need to enter the programme)
- Completion of all required modules of the degree in Nursing
- Your Practice Assessment Documents (PAD)

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 Assessment Board (UAB) where successful completion of the programme will be confirmed. An independent external examiner (with professional competence) will be present at the UAB 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.

Student Support

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.

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.

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 APTEM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

While you are at work, you will be under the direction of a Registered Nurse who will support your development and who is ultimately responsible and accountable for the care you give. While you are completing your supernumerary hours, you will initially also be working alongside a Registered Nurse allocated to you within the work setting. It may not always be possible for you to have the same Registered Nurse over the duration of your work hours. In keeping with expected progress, the level of supervision from the Registered Nurse will decrease as your independence and ability grows.

Learners are required to maintain their own personal record of off the job learning within APTEM and make this available to their employer and the University.

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.

Mentors will also be invited to the induction session for apprentices.

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.

Library Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current, and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- Workshops

- Email: skills@cumbria.ac.uk

- Appointments

- Webinars

- Learn Well at Cumbria

- Study from Home Webpage

- Digital Capabilities and LinkedIn Learning Pathways

Head Start to Apprenticeships Head Start to Apprenticeships is a self-learning module that is completed online and at your own pace. The module gives new apprentices an opportunity to prepare for their transition into university study by starting to develop the academic skills and digital capabilities, as well as understand the apprenticeship processes, to help become successful apprentices. A digital badge is generated for each finished unit and a complete set of badges results in a Certificate of Completion for Head Start to Apprenticeships. All apprentices are given the opportunity to register and complete Head Start prior to registering for their main programme of study. This course is free and available via Blackboard, the Virtual Learning Environment and MOOC. More details and guidelines on how to access the course are available in the Head Start to Apprenticeships section of our website.

Head Start Plus Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at

HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent IT facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the IT Services website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Accommodation: Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via Instagram: UoC Accommodation.

Careers and Employability: The Careers and Employability team is here to help you with all things career-related. Through the career hub My Career Enriched, you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all-important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Chaplaincy: Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

Disability and Specific Learning Needs: The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Any apprentice identified as having a learning support need either through self-declaration or through assessment by a tutor will be offered an individual assessment of their learning support needs, in order to develop a learning support plan. Learning support will then be given by the disability support team in line with this plan.

Health and wellbeing: Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and wellbeing service for appointments. We've highlighted a couple of specifics to get started:

- Register for Together All an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: Live Well at Cumbria.

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about Equality, Diversity and Inclusion (EDI). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: Safeguarding.

Student Voice

As a student 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.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Pop Up Information Points

Keep a look out for these! They are happening on your campus around Sept/October and January. There will be approachable students and staff around to help out with any practical queries as you settle into your studies, and to remind you of the wide range of support available. You are encouraged to attend as it will give you the opportunity to talk to people about a range of things, such as your finances, and budgeting, additional help for a specific learning difficulty or disability,

finding part-time work and working towards your dream career, getting involved in new activities, or juggling everything alongside your studies.

Programme Curriculum Map: Adult Nursing Pathway						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3	K5, K14, K15, K17, K23, K24, K25, K26, K29, K29 S2, S8, S5, S20, S22, S29, S5, S30, S31, S32, S33, S36, S37, S43, S44 B1, B2, B3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1.	K1, K5, K6, K7, K8, K17, K19, K22, K23, K56, K37, K44 S1, S2, S6, S8, S10, S11, S12, S22, S23, S24, S29, S5, S18, S29, S30, S50 B1, B2, B3
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2	K4, K5, K17, K24, K25, K26, K29, K36 S2, S4, S8, S39, S22, S29, S5, S31, S32, S33, S36, S37, S42, S43 B1, B2, B3
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2	K2, K5, K17, K18, K21, K23, K24, K54, K37, K38, K39, K43

						S2, S3, S5, S7, S8, S9, S22, S29, S18, S19, S20, S22, S29, S5, S18, S19, S29, S30, S31, S50, S49, S50 B1, B2, B3
4	NURQ9015	*Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1	
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3	K5, K8, K9, K11, K13, K15, K17, K22, K23, K44, K45, K46, K53 S2, S6 S8, S10, S12, S14, S15, S17, S18, S19, S20, S22, S29, S5, S18, S29, S30, S50, S42, S49, S50 B1, B2, B3
4	NURA4006	Introduction to Adult Nursing	20	Core	K1, K2, S1, S3	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16, K17, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K54, K56, K35, K36, K37, K39, K42, K43, K44, K47, K48, K49, K50, K51

						S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S22, S29, S39, S15, S16, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50, S54, S41, S42, S43, S44, S45, S48, S49, S50 B1, B2, B3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3, IPL1	
5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6	K5, K15, K16, K17, K24, K27, K31, K32, K33, K34 S2, S5, S8, S21, S22, S29, S5, S31, S34 B1
5	NURG5002	Living with Long Term Conditions Across the Lifespan	20	Core	K4, K5, K7,	K5, K12, K16, K17, K20, K23, K24, K25, K26, K27, K28, K29, K42, K43, K47, K48, K49, K51, K52 S2, S8, S15, S17, S18, S19, S22, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S50, S48 B1, B2, B3

5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2	K4, K5, K17, K21, K23, K56, K58, K42, K43, K45, K50, K51 S2, S6, S8, S9, S10, S13, S22, S29, S5, S18, S29, S30, S50, S54, S48, S49, S50 B1, B2, B3
5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2	K2, K5, K17, K21, K23, K24, K27, K28, K30, K54, K57K 58, K37, K38, K39, K42 S2, S3, S7, S8, S9, S13, S17, S18, S19, S20, S22, S25, S28, S29, S5, S18, S19, S29, S30, S31, S34, S35, S50, S53, S56, S57, S48 B1, B2, B3
5	NURQ9025	*Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6, IPL2	
5	NURA5005	Primary Care and Community Practice	20	Core	K5, K7, S6	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28,

						K29, K30, K31, K32, K33, K34, K56, K57, K35, K36, K37, K39, K40, K42, K43, K44, K46, K47, K48, K49, K50, K51
						S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39, S15, S16, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50, S5, S52, S54, S41, S42, S43, S44, S45, S48, S49, S50, S51
						B1, B2, B3
5	NURA5006	Secondary and Tertiary Care in Adult Care	20	Core	K5, K7, S6	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K54, K56, K57, K35, K36, K37, K38, K39, K40, K41, K42, K43, K44, K45, K46, K47, K48, K49, K50, K51, K53

						S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39, S15, S16, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50, S5, S52, S54, S55, S56, S57, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51 B1, B2, B3
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2	
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3	K5, K7, K14, K16, K17, K19, K20, K23, K24, K25, K26, K27, K29, K31, K32, K33, K34, K52, K55, K56, K57, K47, K48, K49, K50 S5, S8, S11, S17, S18, S19, S22, S24, S26, S27, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S36, S40, S50, S5, S56, S51 B1, B2, B3

6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3	K4, K5, K17, K54, K55, K58, K36, K37, K41, K42, K46, K52 S2, S8, S22, S29, S53, S54, S56, S57, S43, S44, S45, S46, S47, S48 B1, B2, B3
6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8	K3, K5, K8, K9, K10, K11, K13, K17, K40, K41, K44, K45, K46, K53 S2, S8, S10, S12, S22, S29, S39, S14, S15, S16, S20, S21, S22, S29, S18, S29, S50, S43, S45, S46, S49, S50 B1, B2, B3
6	NURQ9035	*Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9, K10, S7, S8, S9, IPL3	
6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3	K2, K5, K17, K23, K54, K55, K56, K57, K58, K35, K36, K38, K39, K40, K41, K42, K43, K44, K47, K48, K51, K52, K53 S2, S3, S4, S6, S7, S8, S9, S13, S17, S22, S29, S5, S31, S40, S5, S52,

						S53, S54, S55, S56, S57, S41, S42, S43, S44, S45, S47, S48, S51 B1, B2, B3
6	NURA6005	Consolidation of Adult Nursing Practice	20	Core	K8, K9,K10, S7, S8, S9	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K54, K56, K57, K58, K35, K36, K37, K38, K39, K40, K41, K42, K43, K44, K45, K46, K47, K48, K49, K50, K51, K52, K53 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50, S5, S52, S53, S54, S55, S56, S57, S58, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51 B1, B2, B3

| 6 | NURQ9003 | *Part 3 Practice Assessment | 0 | Qualificatory Pass/Fail | K8, K9,K10, S7, S8,S9, IPL3 | |
| | EPAG9004 | Registered Nurse Apprenticeship Gateway | 0 | Qualificatory Pass/Fail | | Gateway requirements achieved |

Notes
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory 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

Programme Curriculum Map: Children's Nursing Pathway

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3	K5, K14, K15, K17, K23, K24, K25, K26, K29, K29 S2, S8, S5, S20, S22, S29, S5, S30, S31, S32, S33, S36, S37, S43, S44 B1, B2, B3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1	K1, K5, K6, K7, K8, K17, K19, K22, K23, K56, K37, K44 S1, S2, S6, S8, S10, S11, S12, S22, S23, S24, S29, S5, S18, S29, S30, S50 B1, B2, B3
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2	K4, K5, K17, K24, K25, K26, K29, K36 S2, S4, S8, S39, S22, S29, S5, S31, S32, S33, S36, S37, S42, S43 B1, B2, B3
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2	K2, K5, K17, K18, K21, K23, K24, K54, K37, K38, K39, K43

					S2, S3, S5, S7, S8, S9, S22, S29, S18, S19, S20, S22, S29, S5, S18, S19, S29, S30, S31, S50, S49, S50 B1, B2, B3
4	NURQ9015	*Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1	
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3	K5, K8, K9, K11, K13, K15, K17, K22, K23, K44, K45, K46, K53 S2, S6 S8, S10, S12, S14, S15, S17, S18, S19, S20, S22, S29, S5, S18, S29, S30, S50, S42, S49, S50 B1, B2, B3
4	NURC4006	Introduction to Children's Nursing	20	Core	K1, K2, S1, S3	K1, K2, K3, K5, K6, K7, K8, K11, K12, K13, K14, K15, K16, K17, K18, K19, K21, K22, K23, K24, K25, K26, K27, K29, K31, K54, K56, K37, K38, K39, K43, K44, K45, K46, K53 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39,

						S17, S18, S19, S20, S21, S22, S23, S24, S25, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S36, S38, S50, S44, S49, S50 BB, B2, B3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3, IPL1	
5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6	K5, K15, K16, K17, K24, K27, K31, K32, K33, K34 S2, S5, S8, S21, S22, S29, S5, S31, S34 B1
5	NURG5002	Living with Long Term Conditions across the Lifespan	20	Core	K4, K5, K7,	K5, K12, K16, K17, K20, K23, K24, K25, K26, K27, K28, K29, K42, K43, K47, K48, K49, K51, K52 S2, S8, S15, S17, S18, S19, S22, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S50, S48 B1, B2, B3
5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2	K4, K5, K17, K21, K23, K56, K58, K42, K43, K45, K50, K51 S2, S6, S8, S9, S10, S13, S22, S29, S5, S18,

						S29, S30, S50, S54, S48, S49, S50 B1, B2, B3
5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2	K2, K5, K17, K21, K23, K24, K27, K28, K30, K54, K57K 58, K37, K38, K39, K42 S2, S3, S7, S8, S9, S13, S17, S18, S19, S20, S22, S25, S28, S29, S5, S18, S19, S29, S30, S31, S34, S35, S50, S53, S56, S57, S48 B1, B2, B3
5	NURQ9025	*Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1	
5	NURC5005	Complex Care Needs of Children and Young People	20	Core	K5, K7, S6	K4, K5, K7, K9, K12, K13, K14, K15, K16, K17, K19, K21, K23, K24, K26, K27, K29, K30, K31, K54, K56, K37, K38, K39, K42, K43, K45, K46, K50, K51, S2, S3, S4, S5, S7, S8, S9, S10, S11, S13, S22, S29, S39, S14, S15, S17, S18, S19, S20, S21, S22,

						S23, S24, S25, S26, S27, S29, S5, S18, S19, S29, S30, S31, S33, S34, S36, S37, S38, S40, S50, S5, S52, S56, S57, S58, S48, S49, S50, S51 B1, B2, B3
5	NURC5006	Managing Acute Care Needs of the Child and Young Person	20	Core	K5, K7, S6	K4, K5, K7, K9, K12, K13, K14, K15, K16, K17, K19, K21, K23, K24, K26, K27, K29, K30, K31, K54, K56, K37, K38, K39, K42, K43, K45, K46, K50, K51, S2, S3, S4, S5, S7, S8, S9, S10, S11, S13, S22, S29, S39, S14, S15, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S29, S5, S18, S19, S29, S30, S31, S33, S34, S36, S37, S38, S40, S50, S5, S52, S56, S57, S58, S48, S49, S50, S51 B1, B2, B3
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2	
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16,

						K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K56, K57, K35, K36, K37, K39, K40, K42, K43, K44, K46, K47, K48, K49, K50, K51
						S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39, S15, S16, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50, S5, S52, S54, S41, S42, S43, S44, S45, S48, S49, S50, S51
						B1, B2, B3
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3	K4, K5, K17, K54, K55, K58, K36, K37, K41, K42, K46, K52
						S2, S8, S22, S29, S53, S54, S56, S57, S43, S44, S45, S46, S47, S48
						B1, B2, B3

6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8	K3, K5, K8, K9, K10, K11, K13, K17, K40, K41, K44, K45, K46, K53 S2, S8, S10, S12, S22, S29, S39, S14, S15, S16, S20, S21, S22, S29, S18, S29, S50, S43, S45, S46, S49, S50 B1, B2, B3
6	NURG9030	*Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9, K10, S7, S8,S9, IPL3	
6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3	K2, K5, K17, K23, K54, K55, K56, K57, K58, K35, K36, K38, K39, K40, K41, K42, K43, K44, K47, K48, K51, K52, K53 S2, S3, S4, S6, S7, S8, S9, S13, S17, S22, S29, S5, S31, S40, S5, S52, S53, S54, S55, S56, S57, S41, S42, S43, S44, S45, S47, S48, S51 B1, B2, B3
6	NURC6005	Consolidation of Children's Nursing Practice	20	Core	K8, K9,K10, S7, S8, S9	K1, K2, K4, K5, K6, K7, K8, K9, K12, K13, K14, K15, K16, K17, K19,

						K20, K21, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K54, K55, K56, K57, K58, K35, K36, K37, K38, K39, K40, K41, K42, K43, K44, K45, K46, K47, K48, K49, K50, K51, K52, K53
						S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39, S14, S15, S17, S18, S19, S20, S21, S22, S24, S25, S26, S27, S29, 5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50, S5, S52, S53, S54, S56, S57, S58, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51
						B1, B2, B3
6	NURQ9003	*Part 3 Practice Assessment	0	Qualificatory Pass/Fail	K8, K9,K10, S7, S8,S9, IPL3	
6	EPAG9004	Registered Nurse Apprenticeship Gateway	0	Qualificatory Pass/Fail		Gateway requirements achieved

Notes

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- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory 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

Programme Curriculum Map: Learning Disabilities Nursing Pathway						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3	K5, K14, K15, K17, K23, K24, K25, K26, K29, K29

						S2, S8, S5, S20, S22, S29, S5, S30, S31, S32, S33, S36, S37, S43, S44 B1, B2, B3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1	K1, K5, K6, K7, K8, K17, K19, K22, K23, K56, K37, K44 S1, S2, S6, S8, S10, S11, S12, S22, S23, S24, S29, S5, S18, S29, S30, S50 B1, B2, B3
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2	K4, K5, K17, K24, K25, K26, K29, K36 S2, S4, S8, S39, S22, S29, S5, S31, S32, S33, S36, S37, S42, S43 B1, B2, B3
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2	K2, K5, K17, K18, K21, K23, K24, K54, K37, K38, K39, K43 S2, S3, S5, S7, S8, S9, S22, S29, S18, S19, S20, S22, S29, S5, S18, S19, S29, S30, S31, S50, S49, S50 B1, B2, B3

4	NURQ9015	*Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1	
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3	K5, K8, K9, K11, K13, K15, K17, K22, K23, K44, K45, K46, K53 S2, S6 S8, S10, S12, S14, S15, S17, S18, S19, S20, S22, S29, S5, S18, S29, S30, S50, S42, S49, S50 B1, B2, B3
4	NURL4006	Introduction to Learning Disability Nursing	20	Core	K1, K2, S1, S3	K1, K5, K6, K8, K9, K12, K14, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K27, K29, K53 S1, S2, S4, S5, S7, S8, S9, S10, S12, S14, S15, S16, S17, S18, S19, S22, S23, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S34, S36, S37, S50, S49, S50, S51 B1, B2, B3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3	

5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6	K5, K15, K16, K17, K24, K27, K31, K32, K33, K34 S2, S5, S8, S21, S22, S29, S5, S31, S34 B1
5	NURG5002	Living with Long Term Conditions Across the Lifespan	20	Core	K4, K5, K7,	K5, K12, K16, K17, K20, K23, K24, K25, K26, K27, K28, K29, K42, K43, K47, K48, K49, K51, K52 S2, S8, S15, S17, S18, S19, S22, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S50, S48 B1, B2, B3
5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2	K4, K5, K17, K21, K23, K56, K58, K42, K43, K45, K50, K51 S2, S6, S8, S9, S10, S13, S22, S29, S5, S18, S29, S30, S50, S54, S48, S49, S50 B1, B2, B3
5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2	K2, K5, K17, K21, K23, K24, K27, K28, K30, K54, K57K 58, K37, K38, K39, K42

						S2, S3, S7, S8, S9, S13, S17, S18, S19, S20, S22, S25, S28, S29, S5, S18, S19, S29, S30, S31, S34, S35, S50, S53, S56, S57, S48 B1, B2, B3
5	NURQ9025	*Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6, IPL2	
5	NURL5005	Recognition and Assessment of Physical & Mental Health of Clients with Learning Disabilities	20	Core	K5, K7, S6	K1, K2, K5, K8, K9, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K27, K28, K29, K43, K46, K50, K51 S1, S2, S5, S8, S12, S13, S39, S14, S15, S16, S19, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S34, S35, S36, S37, S50, S5, S52, S44, S49, S50 B1, B2, B3
5	NURL5006	Values Based Contemporary Learning Disability Nursing	20	Core	K5, K7, S6	K1, K3, K5, K8, K9, K15, K16, K17, K18, K19, K20, K21, K20, K21,

						K22, K23, K24, K28, K43, K46, K50, K53
						S1, S2, S5, S8, S12, S39, S14, S15, S16, S19, S22, S23, S24, S26, S27, S29, S5, S18, S19, S29, S30, S31, S35, S37, S40, S50, S5, S52, S44, S49, S50, S51
						B1, B2, B3
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2	
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K56, K57, K35, K36, K37, K39, K40, K42, K43, K44, K46, K47, K48, K49, K50, K51
						S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39, S15, S16, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36,

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					S37, S38, S40, S50, S5, S52, S54, S41, S42, S43, S44, S45, S48, S49, S50, S51
					B1, B2, B3
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3

(continued)

Level	Code	Module Title	Credits	Type	Mapping
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K4, K5, K17, K54, K55, K58, K36, K37, K41, K42, K46, K52 S2, S8, S22, S29, S53, S54, S56, S57, S43, S44, S45, S46, S47, S48 B1, B2, B3
6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8	K3, K5, K8, K9, K10, K11, K13, K17, K40, K41, K44, K45, K46, K53 S2, S8, S10, S12, S22, S29, S39, S14, S15, S16, S20, S21, S22, S29, S18, S29, S50, S43, S45, S46, S49, S50 B1, B2, B3
6	NURQ9035	*Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9,K10, S7, S8,S9, IPL3	

6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3	K2, K5, K17, K23, K54, K55, K56, K57, K58, K35, K36, K38, K39, K40, K41, K42, K43, K44, K47, K48, K51, K52, K53 S2, S3, S4, S6, S7, S8, S9, S13, S17, S22, S29, S5, S31, S40, S5, S52, S53, S54, S55, S56, S57, S41, S42, S43, S44, S45, S47, S48, S51 B1, B2, B3
6	NURL6006	Consolidation of Learning Disability Nursing Practice	20	Core	K8, K9, K10, S7, S8, S9	K1, K3, K5, K6, K8, K16, K17, K18, K19, K20, K21, K22, K23, K54, K56, K57, K58, K42, K52, K53 S1, S2, S5, S8, S12, S13, S15, S19, S22, S23, S29, SS5, 18, S19, S29, S30, S50, S56, S42, S47, S49, S50, S51 B1, B2, B3
6	NURQ9003	*Part 3 Practice Assessment	0	Qualificatory Pass/Fail	K8, K9, K10, S7, S8,S9, IPL3	
6	EPAG9004	Registered Nurse Apprenticeship Gateway	0	Qualificatory Pass/Fail		Gateway requirements achieved
Notes						

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory 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

Programme Curriculum Map: Mental Health Nursing Pathway						
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**	**Apprenticeship Standards achieved (see Appendix 2)**

4	NURG4001	Applied Biological Sciences for Health	20	Core	K1, S1, S3	K5, K14, K15, K17, K23, K24, K25, K26, K29, K29 S2, S8, S5, S20, S22, S29, S5, S30, S31, S32, S33, S36, S37, S43, S44 B1, B2, B3
4	NURG4002	Professional Practice and Accountability	20	Core	K1, S1, S2, S3, IPL1	K1, K5, K6, K7, K8, K17, K19, K22, K23, K56, K37, K44 S1, S2, S6, S8, S10, S11, S12, S22, S23, S24, S29, S5, S18, S29, S30, S50 B1, B2, B3
4	NURG4003	Developing Evidence Based Practice	20	Core	K2, K3, S2	K4, K5, K17, K24, K25, K26, K29, K36 S2, S4, S8, S39, S22, S29, S5, S31, S32, S33, S36, S37, S42, S43 B1, B2, B3
4	NURG4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, S2	K2, K5, K17, K18, K21, K23, K24, K54, K37, K38, K39, K43 S2, S3, S5, S7, S8, S9, S22, S29, S18, S19, S20, S22, S29, S5, S18, S19, S29, S30, S31, S50, S49, S50

						B1, B2, B3
4	NURQ9015	Part 1a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K1, K2, K3, S1, S2, S3, IPL1	
4	NURG4005	Concepts of Health and Social Policy	20	Core	K1, K2, S1, S3	K5, K8, K9, K11, K13, K15, K17, K22, K23, K44, K45, K46, K53 S2, S6 S8, S10, S12, S14, S15, S17, S18, S19, S20, S22, S29, S5, S18, S29, S30, S50, S42, S49, S50 B1, B2, B3
4	NURM4006	Introduction to Mental Health Nursing	20	Core	K1, K2, S1, S3	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K16, K17, K19, K20, K21, K22, K23, K25, K27, K29, K30, K32, K33, K54, K56, K37, K38, K39, K42, K43, K44, K46, K47, K48, K49, K50, K51 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S32, S34, S36, S40,

						S50, S54, S42, S44, S45, S48, S49, S50, S51
						B1, B2, B3
4	NURQ9001	*Part 1 Practice Assessment	0	Qualificatory Pass/Fail	K1, K2, K3, S1, S2, S3	
5	NURG5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K7, S4, S6	K5, K15, K16, K17, K24, K27, K31, K32, K33, K34 S2, S5, S8, S21, S22, S29, S5, S31, S34 B1
5	NURG5002	Living with Long Term Conditions across the Lifespan	20	Core	K4, K5, K7	K5, K12, K16, K17, K20, K23, K24, K25, K26, K27, K28, K29, K42, K43, K47, K48, K49, K51, K52 S2, S8, S15, S17, S18, S19, S22, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S50, S48 B1, B2, B3
5	NURG5003	Learning from the Lived Experience	20	Core	K4, K6, S4, IPL2	K4, K5, K17, K21, K23, K56, K58, K42, K43, K45, K50, K51 S2, S6, S8, S9, S10, S13, S22, S29, S5, S18, S29, S30, S50, S54, S48, S49, S50

						B1, B2, B3
5	NURG5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K7, S5, IPL2	K2, K5, K17, K21, K23, K24, K27, K28, K30, K54, K57K 58, K37, K38, K39, K42 S2, S3, S7, S8, S9, S13, S17, S18, S19, S20, S22, S25, S28, S29, S5, S18, S19, S29, S30, S31, S34, S35, S50, S53, S56, S57, S48 B1, B2, B3
5	NURQ9025	Part 2a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K4, K5, K6, K7, S4, S5, S6, IPL2	
5	NURM5005	Contemporary and Complimentary Approaches to Mental Health	20	Core	K5, K7, S6	K1, K3, K4, K5, K9, K15, K17, K19, K20, K21, K23, K24, K27, K29, K30, K43, K46, K47, K50, K51 S1, S2, S3, S5, S6, S7, S8, S9, S10, S39, S14, S15, S16, S17, S18, S19, S22, S23, S24, S25, S26, S27, S29, S5, S18, S19, S29, S30, S31, S34, S36, S37, S50, S5, S52 B1, B2, B3

5	NURM5006	Developing Mental Health Nursing Skills	20	Core	K5, K7, S6	K1, K4, K5, K6, K7, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K27, K28, K29, K30, K33, K37, K54, K56, K57, K58, K38, K39, K43, K44, K46, K47, K48, K49, K50, K53 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S22, S29, S39, S14, S15, S16, S18, S19, S5, S18, S19, S29, S30, S31, S34, S35, S36, S37, S40, S50, S5, S52, S42, S44, S51 B1, B2, B3
5	NURQ9002	*Part 2 Practice Assessment	0	Qualificatory Pass/Fail	K4, K5, K6, K7, S4, S5, S6 IPL2	
6	NURG6001	Clinical Decision Making and Complex Care	20	Core	K8, K10, S7, S8, IPL3	K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K56, K57, K35, K36, K37, K39, K40, K42, K43, K44,

						K46, K47, K48, K49, K50, K51
						S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39, S15, S16, S17, S18, S19, S21, S22, S23, S24, S25, S26, S27, S28, S29, S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50, S5, S52, S54, S41, S42, S43, S44, S45, S48, S49, S50, S51
						B1, B2, B3
6	NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Core	K8, K9, K10, S7, S8, S9, IPL3	K4, K5, K17, K54, K55, K58, K36, K37, K41, K42, K46, K52
						S2, S8, S22, S29, S53, S54, S56, S57, S43, S44, S45, S46, S47, S48
						B1, B2, B3
6	NURG6003	Public Health	20	Core	K8, K9, K10, S7, S8	K3, K5, K8, K9, K10, K11, K13, K17, K40, K41, K44, K45, K46, K53
						S2, S8, S10, S12, S22, S29, S39, S14, S15, S16, S20, S21, S22, S29, S18, S29, S50, S43, S45, S46, S49, S50

						B1, B2, B3
6	NURQ9035	Part 3a Practice Assessment	0	Qualificatory Pass/Fail	Completion of mandatory skills required prior to placement attendance K8, K9, K10, S7, S8,S9, IPL3	
6	NURG6004	Leading and Managing Health and Social Care	20	Core	K8, K10, S7, S8, IPL3	K2, K5, K17, K23, K54, K55, K56, K57, K58, K35, K36, K38, K39, K40, K41, K42, K43, K44, K47, K48, K51, K52, K53 S2, S3, S4, S6, S7, S8, S9, S13, S17, S22, S29, S5, S31, S40, S5, S52, S53, S54, S55, S56, S57, S41, S42, S43, S44, S45, S47, S48, S51 B1, B2, B3
6	NURM6005	The Art of Mental Health Nursing	20	Core	K8, K9, K10, S7, S8, S9	K1, K2, K3, K5, K6, K8, K10, K11, K12, K13, K17, K18, K22, K27, K30, K56, K58, K39, K41, K42, K43, K44, K45, K46, K47, K48, K53 S1, S2, S4, S5, S6, S8, S10, S12, S39, S15, S17, S18, S19, S22, S28, S29, S5, S18, S19, S29, S34, S50, S53, S58, S46, S47, S48, S49, S50

						B1, B2, B3
6	NURQ9003	*Part 3 Practice Assessment	0	Qualificatory Pass/Fail	K8, K9,K10, S7, S8,S9, IPL3	
6	EPAG9004	Registered Nurse Apprenticeship Gateway	0	Qualificatory Pass/Fail		Gateway requirements achieved

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council

- There is no condonement or compensation in assessments across theory and practice learning.
- The practice assessor and academic assessor must agree the student's suitability for progression for each part of the programme.

Module pass mark: 40% (Undergraduate). Final numeracy assessment to be passed at 100% (NMC, 2018)

All modules must be passed to be eligible to apply for NMC registration. After completing the programme, students will have five years in which to register or record a qualification leading to a mark on the NMC register.

*A failed student will not be permitted to re-register on the same module.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory 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

Indicative Apprenticeship Journey: Full Time The precise arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers		
Journey Milestone	**Method of Checking**	**Approximate Deadline**
Part 1		
Commence Learning	Register on programme / attend lectures	Week 1
Tripartite Review 1 / Skills Gap Assessment	TPR	Week 2
Placement 1 commences	PARE document	Week 5
Tripartite Review 2	TPR	Week 11
Module Assessment NURG4001	Assessment submitted	Week 14
Module Assessment NURG4004	Assessment submitted	Week 17
Module Assessment NURA4006	Assessment submitted	Week 23
Tripartite Review 3	TPR	Week 29
Qualificatory Unit Assessment (Placement 1)	PARE document	Week 32
Placement 2 commences	PARE document	Week 36
Module Assessment NURG4003	Assessment submitted	Week 39
Tripartite Review 4	TPR	Week 42

Module Assessment NURG4002	Assessment submitted	Week 45
Module Assessment NURG4005	Assessment submitted	Week 55
Tripartite Review 5	TPR	Week 56
Qualificatory Unit Assessment (Placement 2)	PARE document	Week 59
Part 2		
Commence Learning	Attend lectures	Week 71
Placement 3 commences	PARE	Week 72
Tripartite Review 6	TPR	Week 75
Module Assessment NURG5002	Assessment submitted	Week 87
Module Assessment NURG5001	Assessment submitted	Week 91
Tripartite Review 7	TPR	Week 92
Qualificatory Unit Assessment (Placement 3)	PARE	Week 99
Module Assessment NURG5003	Assessment submitted	Week 101
Placement 4 commences	PARE	Week 102
Tripartite Review 8	TPR	Week 106
Module Assessment NURA5005	Assessment submitted	Week 116
Module Assessment NURA5006	Assessment submitted	Week 119
Module Assessment NURG5004	Assessment submitted	Week 125

Tripartite Review 9	TPR	Week 128
Qualificatory Unit Assessment (Placement 4)	PARE	Week 132
Part 3		
Commence Learning	Attend lectures	Week 141
Placement 5 commences	PARE	Week 143
Tripartite Review 10	TPR	Week 144
Module Assessment NURG6003	Assessment submitted	Week 156
Tripartite Review 11	TPR	Week 166
Module Assessment NURG6004	Assessment submitted	Week 170
Qualificatory Unit Assessment (Placement 5)	PARE	Week 171
Placement 6 commences	PARE	Week 174
Module Assessment NURG6002	Assessment submitted	Week 176
Tripartite Review 12	TPR	Week 185
Module Assessment NURG6001	Assessment submitted	Week 189
Module Assessment NURA6005	Assessment submitted	Week 194
Qualificatory Unit Assessment (Placement 6)	PARE	Week 200
Tripartite Review 13	TPR	Week 201
EPA	University Assessment Board	Date of university progression board

Indicative Academic Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers.

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
NURG4001	Applied Biological Sciences for Health	48	Autumn	To be negotiated with employer	2-hour exam	Week 13
NURG4002	Professional Practice and Accountability	48	Autumn and Spring	To be negotiated with employer	3000-word portfolio	Week 42
NURG4003	Developing Evidence Based Practice	48	Autumn to Spring (Year Long)	To be negotiated with employer	2500-word assignment	Week 36
NURG4004	Introduction to Communication and Interpersonal Skills	48	Autumn	To be negotiated with employer	20 minute oral presentation	Week 13
NURG4005	Concepts of Health and Social Policy	48	Spring	To be negotiated with employer	20-minute presentation Professional	Week 32
NURA4006	Introduction to Adult Nursing	48	Autumn	To be negotiated with employer	2500-word assignment	Week 20
NURC4006	Introduction to Children's Nursing	48	Autumn	To be negotiated with employer	2500 word assignment	Week 20

NURL4006	Introduction to Learning Disabilities Nursing	48	Autumn	To be negotiated with employer	2000 word assignment	Week 20
NURM4006	Introduction to Mental Health Nursing	48	Autumn	To be negotiated with employer	10 minute oral presentation	Week 20
NURQ9015	Part 1a Practice Assessment	Set exercise – 4 hours Skills assessment – 6 hours and 375 hours placement	Part 1	To be negotiated with employer	Set exercise – 4 hours Skills assessment 6 hours Successful completion of Practice Experience 1	End of Practice Experience 1
NURQ9001	Part 1 Practice Assessment	337.5 hours in practice	Part 1	To be negotiated with employer	Successful completion of Practice Experience 2	End of Practice Experience 2
Students exiting at this point with 120 credits would receive a CertHE in Health Studies						
NURG5001	Pharmacology and Medicine Therapeutics	36	Autumn	To be negotiated with employer	2 hour written exam	Week 39
NURG5002	Living with Long Term Conditions across the Lifespan	36	Autumn	To be negotiated with employer	3000-word assignment	Week 35
NURG5003	Learning from the Lived Experience	36	Spring	To be negotiated with employer	20-minute oral presentation	Week 49
NURG5004	Communication and Relationship	36	Autumn	To be negotiated with employer	~~90~~ minute	Week 49

	Management in a Therapeutic Context				Written assessment	
NURA5005	Primary Care and Community Practice	36	Spring	To be negotiated with employer	3000-word portfolio	Week 12
NURA5006	Secondary and Tertiary Care in Adult Nursing	36	Spring	To be negotiated with employer	3000 word written assignment	Week 12
NURC5005	Complex Care Needs of Children and Young People	36	Spring	To be negotiated with employer	3000 word report	Week 12
NURC5006	Managing Acute Care Needs of the Child and Young Person	36	Spring	To be negotiated with employer	3500 word written assignment	Week 12
NURL5005	Recognition and assessment of the Physical and Mental Health of Clients with Learning Disabilities	36	Spring	To be negotiated with employer	3000 word report	Week 12
NURL5006	Values Based Contemporary Learning Disability Nursing	36	Spring	To be negotiated with employer	3000 word assignment	Week 12
NURM5005	Contemporary and Complimentary Approaches to Mental Health	36	Spring	To be negotiated with employer	3500 word written assignment	Week 12
NURL5006	Developing Mental Health Nursing Skills	36	Spring	To be negotiated with employer	2500 word project work	Week 12

NURQ9025	Part 2a Practice Assessment	Set exercise – 2 hours Skills assessment – 6 hours and 300 hours placement	Part 2	To be negotiated with employer	Set exercise – 2 hours Skills assessment – 6 hours Successful completion of Practice Experience 3	Prior to Practice Experience 3 and end of Practice Experience 3
NURQ9002	Part 2 Practice Assessment	412.5 hours in practice	Part 2	To be negotiated with employer	Plus Successful completion of Practice Experience 4	End of Practice Experience 4
Students exiting at this point with 240 credits would receive a DipHE in Health Studies.						
NURG6001	Clinical Decision Making and Complex Care	36	Spring	To be negotiated with employer	3000 word written assignment	Week 33
NURG6002	Contemporary Issues and Change Management in Professional Practice	40	Autumn	To be negotiated with employer	7000 dissertation - Literature review	Week 20
NURG6003	Public Health	36	Autumn	To be negotiated with employer	4000 word written assignment	Week 1
NURG6004	Leading and Managing Health and Social Care	36	Autumn	To be negotiated with employer	4000 word portfolio	Week 14
NURA6005	Consolidation of Adult Nursing Practice	36	Spring	To be negotiated with employer	Skills assessment 15 minutes 1500 word written assignment	Week 38

NURC6005	Consolidation of Children's Nursing Practice	36	Spring	To be negotiated with employer	3500 word portfolio	Week 38
NURL6006	Consolidation of Learning Disability Nursing Practice	36	Spring	To be negotiated with employer	1000 word equ. project work 2000 word written assignment	Week 38
NURM6005	The Art of Mental Health Nursing	36	Spring	To be negotiated with employer	2500 word project work	Week 38
NURQ9035	Part 3a Practice Assessment	Set exercise – 4 hours Skills assessment – 6 hours and 450 hours placement	Part 3	To be negotiated with employer	Skills assessment – 6 hours Plus Successful completion of Practice Experience 5	Before Practice Experience 5 and end of Practice Experience 5
NURQ9003	Part 3 Practice Assessment	450 hours in practice	Part 3	To be negotiated with employer	Plus Successful completion of Practice Experience 6	End of Practice Experience 6
EPAG9004	Registered Nurse Apprenticeship Gateway	0	Year-long		Gateway evidence check	Prior to progression to UPAB
Apprentices successfully achieving 120 credits at Level 4, 120 at Level 5 and 120 with Qualificatory Practice at Level 6 would receive a BSc (Hons) Nursing/RN (Adult) or RN (Child) or RN (Learning Disability) or RN (Mental Health) depending on their pathway. This would enable you to Register with the NMC as a Registered Nurse for the field you studied and makes you eligible for the End Point Assessment to complete your apprenticeship.						

Apprentices exiting at this point with 120 credits at Level 4, 120 at Level 5 and 120 without Qualificatory Practice at Level 6 would receive a BSc (Hons) Health Care Studies and would not be eligible to Register as a Nurse with the NMC and you would not be eligible for the End Point Assessment for this apprenticeship.

Apprentices exiting at this point with 120 credits at Level 4, 120 at Level 5 and 60 at Level 6 would receive a BSc Health Care Studies and would not be eligible to Register as a Nurse with the NMC and would not be eligible for the End Point Assessment of this Apprenticeship.

Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA 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 and 20% is a minimum requirement. The actual number of hours required for each apprentice will be set out in the apprentice's commitment statement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed. The number of hours required in the commitment statement must be completed before an apprentice can pass gateway for end point assessment.

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 commitment statement. 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 of 20% for the duration of the apprenticeship.

In order to meet nationally set criteria for Apprenticeships, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits. However, due to the NMC requirements of 4,600 hours of training, in this Apprenticeship you will typically have over 60% off-the-job training hours. Our approach to off-the-job training is to focus on supernumerary hours in the workplace/placement as well as formal teaching/learning hours with us as your training provider. Practice developed during the supernumerary hours allows 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, critically and allows you to develop a range of skills which enables you to respond appropriately in a variety of clinical situations.

We record your supernumerary practice hours using an online tool deployed across the North-West which is similar to a time sheet. In addition, you will have a 3-way discussion between you, your University and your employer (tripartite review meeting) at least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer. 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.

Apprenticeship funding rules and guidance for employers, August 2020 to July 2021,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/969577/2021_Employer_Rules_Version_4_v1.0_FINAL.pdf

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Nursing and Midwifery Council (NMC).

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Apprenticeship Success and Quality Assurance Committee • ESFA Learner Survey / Quality Curriculum Review • Tripartite Review Form Audit • Apprentice learner plan in APTEM
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers • External surveys requested by regulatory bodies

Date of Programme Specification Production:	August 2019
Date Programme Specification was last updated:	May 2023
For further information about this programme, refer to the programme page on the University website	

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. Hence this specification distinguishes between:

1) The Curriculum Map, which consists of:
- the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);
- the designation of modules as core, compulsory, or optional

2) The Programme Delivery Structure, which consists of:
- the semester(s) in which each module is delivered
- the delivery method for each module (e.g. block release or day release)
- the method of assessment and indicative assessment deadline(s)

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.

<u>**Appendix 2**</u>

Apprenticeship Standards to which the Curriculum Map refers

Knowledge

K1: Understand the Code (2015): Professional standards of practice and behaviour for Nurses and midwives and how to fulfil all registration requirements

K2: Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health

K3: Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care

K4: Understand research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice

K5: Understand the need to base all decisions regarding care and interventions on people's needs and preferences, recognising and addressing any personal and external factors that may unduly influence their decisions

K6: Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom

K7: Understand the principles of courage, transparency and the professional duty of candour

K8: Understand how discriminatory behaviour is exhibited

K9: Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people

K10: Understand epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing and apply this to an understanding of global patterns of health and wellbeing outcomes

K11: Understand the factors that may lead to inequalities in health outcomes

K12: Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing

K13: Understand the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes

K14: Apply knowledge of human development from conception to death when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans

K15: Apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate person-centred nursing assessments and developing appropriate care plans

K16: Apply knowledge of all commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs and when developing, prioritising and reviewing person centred care plan

K17: Understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages

K18: Understand and apply the principles and processes for making reasonable adjustments

K19: Understand and apply the relevant laws about mental capacity for the country in which you are practising when making decisions in relation to people who do not have capacity

K20: Understand co-morbidities and the demands of meeting people's complex nursing and social care needs when prioritising care plans

K21: Know when and how to refer people safely to other professionals or services for clinical intervention or support

K22: Understand what is important to people and how to use this knowledge to ensure their needs for safety, dignity, privacy, comfort and sleep can be met, acting as a role model for others in providing evidence based person-centred care

K23: Know and understand how to support people with commonly encountered mental health, behavioural, cognitive and learning challenges, and act as a role model for others in providing high quality nursing interventions to meet people's needs

K24: Know and understand how to support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs

K25: Know how to act as a role model for others in providing evidence-based nursing care to meet people's needs related to nutrition, hydration and bladder and bowel health

K26: Know how to act as a role model for others in providing evidence-based, person-centred nursing care to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity

K27: Know how to identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain

K28: Understand what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved

K29: Know the signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions

K30: Understand how to initiate and evaluate appropriate interventions to support people who show signs of self-harm and/or suicidal ideation

K31: Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies and demonstrate proficiency and accuracy when calculating dosages of prescribed medicines

K32: Understand the principles of pharmacology and recognise the effects of medicines, allergies, drug sensitivities, side effects, contraindications, incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy and over the counter medication usage

K33: Know and understand how prescriptions can be generated, the role of generic, unlicensed, and off-label prescribing and an understanding of the potential risks associated with these approaches to prescribing

K34: Apply knowledge of pharmacology to the care of people, demonstrating the ability to progress to a prescribing qualification following registration

K35: Understand the principles of health and safety legislation and regulations

K36: Understand the relationship between safe staffing levels, appropriate skill mix, safety and quality of care

K37: Understand how to identify, report and critically reflect on near misses, critical incidents, major incidents and serious adverse events in order to learn from them and influence their future practice

K38: Understand the differences between risk aversion and risk management and how to avoid compromising quality of care and health outcomes

K39: Understand and accept the need to accept and manage uncertainty, and demonstrate an understanding of strategies that develop resilience in self and others

K40: Understand the role of registered Nurses and other health and care professionals at different levels of experience and seniority when managing and prioritising actions and care in the event of a major incident

K41: Understand the principles of quality improvement methodologies

K42: Understand how the quality and effectiveness of nursing care can be evaluated in practice, work with people, their families, carers and colleagues to develop effective improvement strategies for quality and safety

K43: Understand the principles of partnership, collaboration and interagency working across all relevant sectors

K44: Understand health legislation and current health and social care policies, and the mechanisms involved in influencing policy development and change, differentiating where appropriate between the devolved legislatures of the United Kingdom

K45: Understand the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies

K46: Understand how current health policy and future policy changes for nursing and other professions and understand the impact of policy changes on the delivery and coordination of care

K47: Understand and recognise the need to respond to the challenges of providing safe, effective and person-centred nursing care for people who have co-morbidities and complex care needs

K48: Understand the complexities of providing mental, cognitive, behavioural and physical care services across a wide range of integrated care settings

K49: Understand how to monitor and evaluate the quality of people's experience of complex care

K50: Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives

K51: Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services

K52: Understand the processes involved in developing a basic business case for additional care funding by applying knowledge of finance, resources and safe staffing levels

K53: Understand the importance of exercising political awareness throughout their career, to maximise the influence and effect of registered nursing on quality of care, patient safety and cost effectiveness

K54: Understand the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making

K55: Understand the principles and application of processes for performance management and how these apply to the nursing team

K56: Understand the roles, responsibilities and scope of practice of all members of the nursing and interdisciplinary team and how to make best use of the contributions of others involved in providing care

K57: Understand and apply the principles of human factors, environmental factors and strength-based approaches when working in teams

K58: Understand the mechanisms that can be used to influence organisational change and public policy, demonstrating the development of political awareness and skills

Skills

S1 Act in accordance with the Code (2015): Professional standards of practice and behaviour for Nurses and midwives, and fulfil all registration requirements

S2 Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations

S3 Use resilience and emotional intelligence and is capable of explaining the rationale that influences judgments and decisions in routine, complex and challenging situations

S4 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills

S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register

S6 Acts as an ambassador, upholding the reputation of their profession and promoting public confidence in nursing, health and care services

S7 Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges

S8 Support people at all stages of life who are emotionally or physically vulnerable

S9 Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues

S10 Provide and promote non-discriminatory, person centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments

S11 Report any situations, behaviours or errors that could result in poor care outcomes

S12 Identify and challenge discriminatory behaviour

S13 Contribute effectively and proactively in an interdisciplinary team

S14 Apply the principles of health promotion, protection and improvement and the prevention of ill health when engaging with people

S15 Use all appropriate opportunities, making reasonable adjustments when required, to discuss the impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing, in the context of people's individual circumstances

S16 Promote and improve mental, physical, behavioural and other health related outcomes by understanding and explaining the principles, practice and evidence-base for health screening programmes

S17 Use up to date approaches to behaviour change to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments

S18 Use appropriate communication skills and strength based approaches to support and enable people to make informed choices about their care to manage health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capability, ill health and disability

S19 Provide information in accessible ways to help people understand and make decisions about their health, life choices, illness and care

S20 Promote health and prevent ill health by understanding and explaining to people the principles of pathogenesis, immunology and the evidence-base for immunisation, vaccination and herd immunity

S21 Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance

S22 Accurately process all information gathered during the assessment process to identify needs for individualised nursing care and develop person-centred evidence-based plans for nursing interventions with agreed goals

S23 Effectively assess a person's capacity to make decisions about their own care and to give or withhold consent

S24 Recognise and assess people at risk of harm and the situations that may put them at risk, ensuring prompt action is taken to safeguard those who are vulnerable

S25 Demonstrate the skills and abilities required to recognise and assess people who show signs of self-harm and/or suicidal ideation

S26 Undertake routine investigations, interpreting and sharing findings as appropriate

S27 Interpret results from routine investigations, taking prompt action when required by implementing appropriate interventions, requesting additional investigations or escalating to others

S28 Identify and assess the needs of people and families for care at the end of life, including requirements for palliative care and decision making related to their treatment and care preferences

S29 Work in partnership with people, families and carers to continuously monitor, evaluate and reassess the effectiveness of all agreed nursing care plans and care, sharing decision making and readjusting agreed goals, documenting progress and decisions made

S30 Support people with commonly encountered mental health, behavioural, cognitive and learning challenges, and act as a role model for others in providing high quality nursing interventions to meet people's needs

S31 Support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs

S32 Act as a role model for others in providing evidence-based nursing care to meet people's needs related to nutrition, hydration and bladder and bowel health

S33 Act as a role model for others in providing evidence-based, person-centred nursing care to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity

S34 Identify and initiate appropriate interventions to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain

S35 Prioritise what is important to people and their families when providing evidence-based person-centred nursing care at end of life including the care of people who are dying, families, the deceased and the bereaved

S36 Respond proactively and promptly to signs of deterioration or distress in mental, physical, cognitive and behavioural health and use this knowledge to make sound clinical decisions

S37 Manage commonly encountered devices and confidently carry out related nursing procedures to meet people's needs for evidence based, person-centred care

S38 Provide first aid procedures and basic life support

S39 Demonstrate numeracy, literacy, digital and technological skills to meet the needs of people receiving nursing care to ensure safe and effective nursing practice

S40 Co-ordinate and undertake the processes and procedures involved in routine planning and management of safe discharge home or transfer of people between care settings

S41 Maintain safe work and care environments

S42 Comply with local and national frameworks, legislation and regulations for assessing, managing and reporting risks, ensuring the appropriate action is taken

S43 Recognise risks to public protection and quality of care, escalating concerns appropriately

S44 Accurately undertake risk assessments in a range of care settings, using a range of contemporary assessment and improvement tools

S45 Identify the need to make improvements and proactively respond to potential hazards that may affect the safety of people

S46 Participate in all stages of audit activity and identify appropriate quality improvement strategies

S47 Use service delivery evaluation and audit findings to bring about continuous improvement

S48 Share feedback and learning from positive outcomes and experiences, mistakes and adverse outcomes and experiences

S49 Facilitate equitable access to healthcare for people who are vulnerable or have a disability

S50 Advocate on behalf of people who are vulnerable or have a disability when required, and make necessary reasonable adjustments to the assessment, planning and delivery of their care

S51 Identify and manage risks and take proactive measures to improve the quality of care and services when needed

S52 Safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in providing care

S53 Guide, support and motivate individuals and interact confidently with other members of the care team

S54 Monitor and evaluate the quality of care delivered by others in the team and lay carers

S55 Support and supervise apprentices in the delivery of nursing care, promoting reflection and providing constructive feedback, and evaluating and documenting their performance

S56 Challenge and provide feedback about care delivered by others in the team, and support them to identify and agree individual learning needs

S57 Contributes to supervision and team reflection activities to promote improvements in practice and services

S58 Use a range of digital technologies to access, input, share and apply information and data within teams and between agencies

Behaviour

B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice
B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership

QUALIFICATIONS

English and Maths qualifications

Apprentices will require level 2 English and Maths prior to entry on to this apprenticeship. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Mandatory qualification 1: Degree in Nursing or L7 qualification approved by the NMC where the apprentice already holds a Level 6 degree

Level of qualification: 6

Mandatory qualification 2: Degree in Nursing or L7 qualification approved by the NMC where the apprentice already holds a Level 6 degree

Level of qualification: 7

Professional recognition

Nursing and Midwifery Council (Minimum Level 6) Registered Nurse in the field of Nursing indicated by the pathway selection.

Additional details

Occupational Level: 6
Duration (months): 48

Review This standard will be reviewed after three years.

Regulated Standard This is a Regulated occupation.

Regulator Body: Nursing and Midwifery Council

Training provider must be approved by regulator body

Pre-Registration Nursing (All Fields) mapping of NMC SOPs and KSBs of the Apprenticeship standard

NURG4001

NMC Standards		Apprenticeship Standard		
Platform	**Standard of Proficiency**	**Knowledge**	**Skills**	**Behaviour**
1	1.8, 1.9,1.12 & 1.20	K5	S2, S8, S5	B1
2	2.11		S20	
3	3.1, 3.2, 3.4, 3.5, 3.15,	K14, K15, K17	S22, S29	B1
4	4.4, 4.5, 4.6, 4.7 ,4.10 4.12	K23, K24, K25, K26, K29	S5, S30, S31, S32, S33, S36, S37	B1
6	6.2 & 6.5	K36	S43, S44	B1, B2, B3

NURG4002

NMC Standards		Apprenticeship Standard		
Platform	**Standard of Proficiency**	**Knowledge**	**Skills**	**Behaviour**
1	1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.12,1.14,1.19	K1,K5, K6, K7, K8	S1, S2, S6, S8, S10, S11, S12	B1, B2, B3
3	3.4, 3.5, 3.6, 3.8, 3.9, 3.15	K17, K19	S22, S23, S24, S29	B1
4	4.1, 4.2, 4.4	K22, K23	S5,S18, S29, S30, S50	B1

5	5.4	K56		B2, B3
6	6.8	K37		B3
7	7.2	K44		B3

NURG4003

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.7, 1.8, 1.9, 1.12, 1.15, 1.17	K4, K5	S2, S4, S8, S39	B1
3	3.4, 3.5, 3.15	K17	S22, S29	B1
4	4.5, 4.6, 4.7, 4.10, 4.12	K24, K25, K26, K29	S5, S31, S32, S33, S36, S37	B1
6	6.2, 6.3	K36	S42, S43	B2, B3

NURG4004

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.16, 1.20	K2, K5	S2, S3, S5, S7, S8, S9, S22, S29	B1, B2, B3
2	2.9, 2.10, 2.11		S18, S19, S20	B1
3	3.4, 3.5, 3.7, 3.15, 3.16	K17, K18, K21	S22, S29	B1, B2
4	4.2, 4.3, 4.4, 4.5	K23, K24	S5, S18, S19, S29, S30, S31, S50	B1
5	5.1	K54		B1, B2, B3
6	6.8, 6.10, 6.11	K37, K38, K39		B2, B3
7	7.1, 7.9	K43	S49, S50	B1, B2

NURG4005

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour

1	1.4, 1.6, 1.8, 1.9, 1.12, 1.14,	K5, K8	S2, S6 S8, S10,1.19 S12	B1, B2, B3
2	2.1, 2.3, 2.4, 2.8, 2.9, 2.10, 2.11	K9, K11, K13	S14, S15, S17, S18, S19, S20	B1
3	3.2, 3.4, 3.5, 3.15	K15, K17	S22, S29	B1
4	4.1, 4.2, 4.4	K22, K23	S5, S18, S29, S30, S50	B1
6	6.3,		S42	B2, B3
7	7.2, 7.3, 7.4, 7.9, 7.13	K44, K45, K46, K53	S49, S50	B1, B2, B3

NURA4006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K1, K2, K3, K4, K5, K6, K7, K8,	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S22, S29, S39	B1, B2, B3
2	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12	K9, K11, K12, K13	S15, S16, S17, S18, S19, S21,	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K15, K16, K17, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15,4.18	K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32	S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50	B1
5	5.1, 5.4, 5.7	K54, K56	S54	B1, B2, B3
6	6.1, 6.2, 6.3, 6.5, 6.6, 6.8, 6.9, 6.11	K35, K36, K37, K39, K42	S41, S42, S43, S44, S45, S48	B1, B2, B3
7	7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10	K43, K44, K47, K48, K49, K50, K51	S49, S50	B1, B2, B3

NURC4006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K1, K2, K3, K5, K6, K7, K8,	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39	B1, B2, B3
2	2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	K11, K12, K13	S17, S18, S19, S20, S21	B1

3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.15, 3.16	K14, K15, K16, K17, K18, K19, K21	S22, S23, S24, S25, S29	B1
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.13, 4.14	K22, K23, K24, K25, K26, K27, K29, K31	S5, S18, S19, S29, S30, S31, S32, S33, S34, S36, S38, S50	B1
5	5.1, 5.4	K54, K56		B1, B2, B3
6	6.5, 6.8, 6.10, 6.11	K37, K38, K39,	S44	B1, B2, B3
7	7.1, 7.2, 7.3, 7.4, 7.9, 7.13	K43, K44, K45, K46, K53	S49, S50	BB, B2, B3

NURL4006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.4, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.17, 1.20	K1, K5, K6, K8,	S1, S2, S4, S5, S7, S8, S9, S10, S12,	B1, B2, B3
2	2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10	K9, K12,	S14, S15, S16, S17, S18, S19	B1
3	3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K16, K17, K18, K19, K20, K21	S22, S23, S26, S27, S28, S29	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.10, 4.12	K22, K23, K24, K25, K27, K29	S5, S18, S19, S29, S30, S31, S32, S34, S36, S37, S50	B1,
7	7.9, 7.11, 7.13	K53	S49, S50, S51	B1, B2, B3

NURM4006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.17, 1.18, 1.19, 1.20	K1, K2, K3, K4, K5, K6, K7, K8	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13	B1, B2, B3

2	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10	K9, K11, K12, K13	S14, S15, S16, S17, S18, S19	B1
3	3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K16, K17, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.10 4.11. 4.15, 4.16, 4.18	K22, K23, K25, K27, K29, K30, K32, K33	S5, S18, S19, S29, S30, S32, S34, S36, S40, S50	B1
5	5.1, 5.4, 5.7	K54, K56	S54	B1, B2, B3
6	6.3, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11	K37, K38, K39, K42	S42, S44, S45, S48	B1, B2, B3
7	7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11	K43, K44, K46, K47, K48, K49, K50, K51	S49, S50, S51	B1, B2, B3

NURG5001

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.8, 1.9, 1.12, 1.20	K5	S2, S5, S8	B1
2	2.12		S21	
3	3.2, 3.3, 3.4, 3.5, 3.15	K15, K16, K17	S22, S29	B1
4	4.5, 4.8, 4.14, 4.15, 4.16, 4.17	K24, K27, K31, K32, K33, K34	S5, S31, S34	B1

NURG5002

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.8, 1.9, 1.12	K5	S2, S8	B1
2	2.4, 2.6, 2.8, 2.9, 2.10	K12	S15, S17, S18, S19	B1
3	3.3, 3.4, 3.5, 3.11, 3.12, 3.13, 3.14, 3.15	K16, K17, K20	S22, S26, S27, S28, S29	B1, B3
4	4.2, 4.3, 4.4, 4.5, 4.6, 4.7	K23, K24, K25, K26, K27, K28, K29,	S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S50	B1

| 6 | 6.9 | K42 | S48 | B1, B2, B3 |
| 7 | 7.1, 7.5, 7.6, 7.7, 7.10, 7.12 | K43, K47, K48, K49, K51, K52 | | B1, B2, B31.7 |

NURG5003

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.7, 1.8, 1.9, 1.12, 1.13, 1.14, 1.18	K4, K5	S2, S6, S8, S9, S10, S13	B1, B2
2				
3	3.4, 3.5, 3.15, 3.16	K17, K21	S22, S29	B1, B2
4	4.2, 4.4,	K23,	S5, S18, S29, S30, S50	B1
5	5.4, 5.7, 5.12	K56, K58	S54	B1, B2, B3
6	6.9	K42,	S48	B1, B2, B3
7	7.1, 7.8, 7.9	K43, K45, K50, K51	S49, S50	B1, B2

NURG5004

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.18	K2, K5	S2, S3, S7, S8, S9, S13	B1, B2
2	2.8, 2.9, 2.10, 2.11		S17, S18, S19, S20	B1
3	3.4, 3.5, 3.10, 3.15, 3.16	K17, K21	S22, S25, S28, S29	B1, B2, B3
4	4.2, 4.3, 4.4, 4.5, 4.8, 4.9, 4.11	K23, K24, K27, K28, K30	S5, S18, S19, S29, S30, S31, S34, S35, S50	B1
5	5.1, 5.2, 5.6, 5.9, 5.10, 5.12	K54, K57K 58	S53, S56, S57	B1, B2, B3
6	6.8, 6.9, 6.10, 6.11	K37, K38, K39, K42	S48	B1, B2, B3
7	7.1, 7.8, 7.10	K43, K50, K51		B1, B2

NURA5005

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K1, K2, K3, K4, K5, K6, K7, K8	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39	B1, B2, B3
2	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12	K9, K11, K12, K13	S15, S16, S17, S18, S19, S21,	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K15, K16, K17, K18, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18	K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34	S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50	B1
5	5.2, 5.4, 5.5, 5.7	K56, K57	S5, S52, S54	B1, B2, B3
6	6.1, 6.2, 6.3, 6.5, 6.6, 6.8, 6.9, 6.11, 6.12	K35, K36, K37, K39, K40, K42	S41, S42, S43, S44, S45, S48	B1, B2, B3
7	7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11	K43, K44, K46, K47, K48, K49, K50, K51	S49, S50, S51	B1, B2, B3

NURA5006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K1, K2, K3, K4, K5, K6, K7, K8	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39	B1, B2, B3
2	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12	K9, K11, K12, K13	S15, S16, S17, S18, S19, S21,	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K15, K16, K17, K18, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29	B1, B2, B3

Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18	K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34	S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50	B1
5	5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10	K54, K56, K57	S5, S52, S54, S55, S56, S57	B1, B2, B3
6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12	K35, K36, K37, K38, K39, K40, K41, K42	S41, S42, S43, S44, S45, S46, S47, S48	B1, B2, B3
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.13	K43, K44, K45, K46, K47, K48, K49, K50, K51, K53	S49, S50, S51	B1, B2, B3

NURC5005

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.3, 1.4, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K5, K7, K8,	S2, S3, S4, S5, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39	B1, B2, B3
2	2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	K9, K11, K12, K13	S14, S15, S17, S18, S19, S20, S21	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K15, K16, K17, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29	B1, B3
4	4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14. 4.15, 4.18	K23, K24, K25, K27, K28, K29, K30, K31, K32	S5, S18, S19, S29, S30, S31, S32, S34, S35, S36, S37, S38, S40, S50	B1
5	5.1, 5.4, 5.5, 5.7, 5.9, 5.10, 5.11	K54, K56	S5, S52, S54, S56, S57, S58	B1, B2, B3
6	6.8, 6.9, 6.10, 6.11	K37, K38, K39, K42,	S48	B1, B2, B3
7	7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11,	K43, K45, K46, K47, K48, K49, K50, K51,	S49, S50, S51	BB, B2, B3

NURC5006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.3, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K4, K5, K7,	S2, S3, S4, S5, S7, S8, S9, S10, S11, S13, S22, S29, S39	B1, B2, B3
2	2.1, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	K9, K12, K13	S14, S15, S17, S18, S19, S20, S21	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.15, 3.16	K14, K15, K16, K17, K19, K21	S22, S23, S24, S25, S26, S27, S29	B1, B3
4	4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.18	K23, K24, K26, K27, K29, K30, K31	S5, S18, S19, S29, S30, S31, S33, S34, S36, S37, S38, S40, S50	B1
5	5.1, 5.4, 5.5, 5.9, 5.10, 5.11	K54, K56	S5, S52, S56, S57, S58	B1, B2, B3
6	6.8, 6.9, 6.10, 6.11	K37, K38, K39, K42,	S48	B1, B2, B3
7	7.1, 7.3, 7.4, 7.8, 7.9, 7.10, 7.11	K43, K45, K46, K50, K51,	S49, S50, S51	B1, B2, B3

NURL5005

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.4, 1.5, 1.8, 1.9, 1.12, 1.15, 1.18, 1.20	K1, K2, K5, K8,	S1, S2, S5, S8, S12, S13, S39	B1, B2, B3
2	2.1, 2.4, 2.5, 2.7, 2.10	K9, K13	S14, S15, S16, S19	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K15, K16, K17, K18, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29,	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.12	K22, K23, K24, K25, K27, K28, K29	S5, S18, S19, S29, S30, S31, S32, S34, S35, S36, S37, S50	B1
5	5.5		S5, S52	B1

Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
6	6.5		S44	B1, B2
7	7.1, 7.4, 7.8, 7.9, 7.10	K43, K46, K50, K51	S49, S50	B1, B2

NURL5006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.4, 1.6, 1.8, 1.9, 1.12, 1.15, 1.20	K1, K3, K5, K8,	S1, S2, S5, S8, S12, S39	B1, B2, B3
2	2.1, 2.4, 2.5, 2.10	K9	S14, S15, S16, S19	B1
3	3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.15, 3.16	K15, K16, K17, K18, K19, K20, K21	S22, S23, S24, S26, S27, S29	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 4.12, 4.18	K20, K21, K22, K23, K24, K28	S5, S18, S19, S29, S30, S31, S35, S37, S40, S50	B1
5	5.5		S5, S52	B1, B2, B3
6	6.5		S44	B2, B3
7	7.1, 7.4, 7.8, 7.9, 7.11, 7.13	K43, K46, K50, K53	S49, S50, S51	B1, B2, B3

NURM5005

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.19, 1.20	K1, K3, K4, K5,	S1, S2, S3, S5, S6, S7, S8, S9, S10, S39	B1, B2, B3
2	2.1, 2.4, 2.5, 2.8	K9,	S14, S15, S16, S17, S18, S19	B1,
3	3.2, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13	K15, K17, K19, K20, K21	S22, S23, S24, S25, S26, S27, S29	B1, B2
4	4.2, 4.3, 4.4, 4.5, 4.8, 4.10, 4.11	K23, K24, K27, K29, K30	S5, S18, S19, S29, S30, S31, S34, S36, S37, S50	B1
5	5.5		S5, S52	B1

| 7 | 7.1, 7.4, 7.5, 7.8, 7.10 | K43, K46, K47, K50, K51 | | B1, B2, B3 |

NURM5006

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.20	K1, K4, K5, K6, K7	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S22, S29, S39	B1, B2, B3
2	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10	K9, K10, K11, K12, K13	S14, S15, S16, S18, S19	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10,3.11, 3.12, 3.13, 3.14	K14, K15, K16, K17, K18, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29	B1, B2
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.9, 4.10, 4.11, 4.12, 4.16, 4.18	K22, K23, K24, K27, K28, K29, K30, K33, K37	S5, S18, S19, S29, S30, S31, S34, S35, S36, S37, S40, S50	B1
5	5.1, 5.2, 5.4, 5.5, 5.12	K54, K56, K57, K58	S5, S52	B1, B2, B3
6	6.3, 6.5, 6.10, 6.11	K38, K39	S42, S44	B1, B2, B3
7	7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11, 7.13	K43, K44, K46, K47, K48, K49, K50, K53	S51	B1, B2, B3

NURG6001

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.3, 1.8, 1.9, 1.12	K5, K7	S5, S8, S11	B1, B2
2	2.8, 2.9, 2.10		S17, S18, S19	B1
3	3.1, 3.3, 3.4, 3.5, 3.8, 3.9, 3.11, 3.12, 3.13, 3.15	K14, K16, K17, K19, K20	S22, S24, S26, S27, S29	B1, B3
4	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.14, 4.15, 4.16, 4.17, 4.18	K23, K24, K25, K26, K27, K29, K31, K32, K33, K34	S5, S18, S19, S29, S30, S31, S32, S33, S34, S36, S40, S50	B1

| 5 | 5.2, 5.3, 5.4, 5.9 | K52, K55, K56, K57 | S5, S56 | B1, B2, B3 |
| 7 | 7.5, 7.6, 7.7, 7.8, 7.11 | K47, K48, K49, K50 | S51 | B1, B2, B3 |

NURG6002

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.7, 1.8, 1.9, 1.12	K4, K5	S2, S8	B1
3	3.4, 3.5, 3.15	K17	S22, S29	B1
5	5.1, 5.3, 5.6, 5.7, 5.9, 5.10, 5.12	K54, K55, K58	S53, S54, S56, S57	B1, B2, B3
6	6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9	K36, K37, K41, K42	S43, S44, S45, S46, S47, S48	B1, B2, B3
7	7.4, 7.12	K46, K52		B3

NURG6003

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.4, 1.6, 1.8, 1.9, 1.12, 1.14, 1.15, 1.16	K3, K5, K8	S2, S8, S10, S12, S22, S29, S39	B1, B2, B3
2	2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.11, 2.12	K9, K10, K11, K13	S14, S15, S16, S20, S21	B1
3	3.4, 3.5, 3.15	K17	S22, S29	B1
4	4.2		S18, S29, S50	B1
6	6.4, 6.6, 6.12	K40, K41	S43, S45, S46	B2, B3
7	7.2, 7.3, 7.4, 7.9, 7.13	K44, K45, K46, K53	S49, S50	B1, B2, B3

NURG6004

NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.17, 1.18, 1.19	K2, K5	S2, S3, S4, S6, S7, S8, S9, S13	B1, B2, B3

2	2.8		S17	B1
3	3.4, 3.5, 3.15	K17	S22, S29	B1
4	4.4, 4.18	K23	S5, S31, S40	B1
5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.7, 5.8, 5.9, 5.10, 5.12	K54, K55, K56, K57, K58	S5, S52, S53, S54, S55, S56, S57	B1, B2, B3
6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10	K35, K36, K38, K39, K40, K41, K42	S41, S42, S43, S44, S45, S47, S48	B2, B3
7	7.1, 7.2, 7.5, 7.6, 7.10, 7.11, 7.12, 7.13	K43, K44, K47, K48, K51, K52, K53	S51	B1, B2, B3

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NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K1, K2, K3, K4, K5, K6, K7, K8	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39	B1, B2, B3
2	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	K9, K11, K12, K13	S15, S16, S17, S18, S19, S20, S21,	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16	K14, K15, K16, K17, K18, K19, K20, K21	S22, S23, S24, S25, S26, S27, S28, S29	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18	K22, K23, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34	S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50	B1
5	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	K54, K56, K57, K58	S5, S52, S53, S54, S55, S56, S57, S58	B1, B2, B3
6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12	K35, K36, K37, K38, K39, K40, K41, K42	S41, S42, S43, S44, S45, S46, S47, S48	B1, B2, B3

Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13	K43, K44, K45, K46, K47, K48, K49, K50, K51, K52, K53	S49, S50, S51	B1, B2, B3

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NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	K1, K2, K4, K5, K6, K7, K8	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S22, S29, S39	B1, B2, B3
2	2.1, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12	K9, K12, K13	S14, S15, S17, S18, S19, S20, S21	B1
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.15, 3.16	K14, K15, K16, K17, K19, K20, K21	S22, S24, S25, S26, S27, S29	B1, B3
4	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.18	K23, K24, K25, K26, K27, K28, K29, K30, K31, K32	S5, S18, S19, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S40, S50	B1
5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	K54, K55, K56, K57, K58	S5, S52, S53, S54, S56, S57, S58	B1, B2, B3
6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12	K35, K36, K37, K38, K39, K40, K41, K42,	S41, S42, S43, S44, S45, S46, S47, S48	B1, B2, B3
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13	K43, K44, K45, K46, K47, K48, K49, K50, K51, K52, K53	S49, S50, S51	BB, B2, B3

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NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.4, 1.6, 1.8, 1.9, 1.12, 1.18, 1.20	K1, K3, K5, K6, K8,	S1, S2, S5, S8, S12, S13	B1, B2, B3
2	2.14, 2.10		S15, S19	B1

3	3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.13, 3.15, 3.16	K16, K17, K18, K19, K20, K21	S22, S23, S29	B1, B2, B3
4	4.1, 4.2, 4.3, 4.4	K22, K23	SS5, 18, S19, S29, S30, S50	B1
5	5.1, 5.2, 5.4, 5.9, 5.12	K54, K56, K57, K58	S56	B1, B2, B3
6	6.3, 6.7	K42	S42, S47	B2, B3
7	7.9, 7.11, 7.12, 7.13	K52, K53	S49, S50, S51	B1, B2, B3

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NMC Standards		Apprenticeship Standard		
Platform	Standard of Proficiency	Knowledge	Skills	Behaviour
1	1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 1.12, 1.14, 1.15, 1.17, 1.19, 1.20	K1, K2, K3, K5, K6, K8,	S1, S2, S4, S5, S6, S8, S10, S12, S39	B1, B2, B3
2	2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10	K10, K11, K12, K13,	S15, S17, S18, S19	B1
3	3.4, 3.5, 3.7, 3.14, 3.15	K17, K18	S22, S28, S29	B1, B3
4	4.1, 4.2, 4.3, 4.8, 4.11	K22, K27, K30	S5, S18, S19, S29, S34, S50	B1
5	5.4, 5.6, 5.11, 5.12	K56, K58	S53, S58	B1, B2, B3
6	6.4, 6.7, 6.9, 6.11	K39, K41, K42	S46, S47, S48	B1, B2, B3
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.9, 7.13	K43, K44, K45, K46, K47, K48, K53	S49, S50	B1, B2, B3