

## Appendices

### Appendix 1: Programme Specifications

#### BSc (Hons) Nursing Adult Field Apprenticeship Pathway

##### Adult Programme Specification

<b>1. Programme title</b>	BSc (Hons) Nursing (Adult) <i>Apprenticeship route</i>
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	The Nursing and Midwifery Council
<b>5. Final qualification</b>	BSc (Hons) with NMC Professional Registration – RN Adult – Apprenticeship pathway
<b>6. Year of validation</b> <b>Year of amendment</b>	2017/18
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full Time
<b>9. Criteria for admission to the programme</b>	
<p>A minimum of 112 UCAS tariff points from two or three GCE A levels/Applied GCE A levels, or from BTEC National Extended Diploma or combination of BTEC National Diploma in different subject areas, or from at least 5 Irish Leaving Certificate subjects taken at either Higher or Ordinary Level, or from a minimum of two Scottish Advanced Highers or three Highers, to a maximum of 5 Scottish higher qualifications; with at least 5 GCSEs or equivalent grades 4 -9, (A-C), including English language and maths.</p> <p>Or;</p> <p>An Access to Nursing qualification, or in a related subject, which must include 45 credits at Level 3, of which all 45 must be at Merit or higher. Must contain maths / English language GCSE equivalent. Must be recent within five years.</p> <p>International qualifications are considered on an individual basis.</p>	
<b>10. Aims of the programme</b>	
<p>The BSc (Hons) Nursing programme apprenticeship pathway aims to produce the graduate nurse who is able to provide safe and effective care, is self-aware and willingly takes responsibility for self and others. This nurse will tailor care to the individual but will always consider the social context of care context in which she/he is providing personalised care and will demonstrate the ability to assess and manage risks in diverse healthcare settings. She/he will demonstrate warmth and empathy and will develop emotional intelligence and cultural competence; be committed to working in partnership with service users and colleagues and demonstrate a personal commitment to life-long learning.</p> <p>Students accessing this programme pathway will be provided with learning activities including assessment to integrate their learning in theory and practice within diverse healthcare settings; develop self-confidence to engage in equal contribution to dialogue with other health and social care professions; use critical thinking skills to support decisions which are made in the interest of</p>	

the patient / client / service user. This will enable development of their confidence to contribute to effective and ethically sound decision-making in collaboration with other health and social care professionals.

On completion of the programme apprenticeship pathway students will be able to demonstrate the required competencies for registration as an Adult Nurse.

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

#### The NMC domains

- 1) Demonstrate leadership, management and team-working skills
- 2) Utilise effective communication and inter-personal skills
- 3) Demonstrate appropriate professional values
- 4) Critically reflect on all aspects of nursing practice and decision making

### Teaching/learning methods

The development of knowledge and understanding in this programme is developed with 50% of learning occurring in the practice setting and 50% theory based in the University as required by the NMC. Core knowledge and understanding is acquired from seminar group work, simulated learning, practice placements, lectures, tutorials, e-learning, support from the Personal Tutor and guided independent study.

As an apprentice the student completes 20% of their employment as 'off the job' learning, and this is facilitated by 9 weeks of theory blocks (university attendance) per year of the programme.

The learner is encouraged to develop a deep approach to learning through year-long modules that encourage independent reading alongside taught components. This approach assists with a broadening of knowledge and an understanding of subject matter.

### Assessment methods

Students' knowledge and understanding is assessed by a range of formative assessment techniques to prepare the students for summative testing. Specific assessment methods are specified in each module outline. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome.

Overall, modules are assessed using a variety of approaches to assessment - self, peer, group, mentor and online assessments.

### B. Cognitive (thinking) skills

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

- 1) Critically reflect on theory and practice related to nursing.
- 2) Critique evidence from a range of sources related to health and social care.
- 3) Analyse concepts and principles related to nursing.

### Teaching/learning methods

Intellectual skills are developed through problem solving, debating, reflection and role modelling individually and in groups, both in the practice environment and in the University.

Learning to apply knowledge and skills to nursing practice is facilitated via case studies, placement learning and simulated learning. Students are engaged in discussion of the key issues, in consideration of applying theoretical and practical concepts and undertake this orally, in writing and in practice.

### Assessment methods

<p>4) Articulate the argument for a holistic approach to nursing.</p> <p>5) Exercise significant judgment in decision making.</p>	<p>Students' cognitive skills are assessed formatively and summatively using a variety of methods including: presentations, essay writing, care planning, report writing, written examination and practice assessment.</p>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1) Demonstrate caring, compassion and empathy.</li> <li>2) Deliver care consistent with professional, ethical and legal values.</li> <li>3) Practice safe and competent care based on evidence using generic and specialist skills.</li> <li>4) Demonstrate effective management of themselves and others.</li> <li>5) Utilise a range of skills which foster effective interpersonal relationships.</li> <li>6) Adopt a problem solving approach to the nursing process.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Emphasis is placed throughout the programme on the development of practical skills. Practical skills are promoted through placement learning and simulated learning in collaboration with mentors and clinical placement facilitators. Role modelling plays a significant part in the student's skills development.</p> <p>Independent learning is provided as part of the formative skills workbook which is part of the preparation practice. This contains a number of activities which facilitate the student's understanding and development of nursing skills and serves as a tool for use with staff in their practice learning. Skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment.</p> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed formatively and summatively. Methods of assessment include the use skills assessments in university and the Practice Assessment Document (PAD) to assess the student's progress in practice. The PAD includes Professional Values for Practice, Essential Skills and Episodes of Care. The student uses 1 PAD per part and there will be grading of practice in part 2 and 3. Maintaining a Personal Professional Portfolio reflecting on practice learning will be a requirement for all students that will form part of the assessment of practice.</p>
<p><b>D. Graduate skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <p>Demonstrate a range of graduate skills including:</p> <ol style="list-style-type: none"> <li>1) Communication</li> <li>2) Teamwork</li> <li>3) Personal and career development</li> <li>4) Effective learning</li> <li>5) Information technology</li> <li>6) Numeracy</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students have a structured approach to the development of graduate, transferable and employability skills throughout their programme, with these skills embedded in the modules across Year 1 of the programme and explicit modules in the form of NIP 1000 (Foundations for the Field of Practice); NIP 2204 (Appraising and Using Evidence for Practice) and NIP 3331 (Nursing Practice Enquiry module).</p> <p>These skills are also applied and developed progressively through the remaining modules and clinical practice.</p> <p><b>Assessment methods</b></p> <p>Students' graduate skills are assessed formatively and summatively. Methods include: portfolio development, reflective writing, poster presentations, practice assessment, drug calculations, e-learning and report writing.</p>
<p><b>12. Programme structure (levels, modules, credits and progression requirements)</b></p>	
<p><b>12. 1 Overall structure of the programme pathway: BSc (Hons) Nursing - Adult</b></p>	

The programme pathway comprises 4 academic years, and to meet NMC programme requirements (NMC 2010) is divided into 3 'parts' to reflect the NMC progression points, each part being 69 / 70 weeks. The student will take 90 credits (3 modules) each academic year at Levels 4.5 and 6 respectively. The programme consists of 50% theory and 50% practice to make 4600 hours. Theory and Practice are integrated and reflected in the learning outcomes of each module.

Progression from Parts 1 to 2 is dependent on achievement of all credits and meeting the progression criteria at Progression point 1. Similarly, progression from part 2 to 3 is dependent on achievement of all credits and meeting the progression criteria at Progression point 2.

Discontinuation due to a Fitness to Practice Panel decision will mean the academic exit award made will reflect academic credit achieved, but have a non-professional title of:  
Cert HE Combined Studies

Dip HE Combined Studies

BSc Combined Studies

BSc Hons Combined Studies

### BSc (Hons) Nursing – Adult Field (Apprenticeship route)

	MODULES			CREDITS	EXIT AWARDS
Year 1	<b>NIP 1000</b> Foundation for Field of Practice 30 credits L4	<b>NIP 1002</b> Foundation for Nursing Practice 30 credits L4	<b>NIP 1003</b> Foundation for Professional Practice 30 credits L4	90 credits at L4	
Year 2	<b>NIP 2000</b> Nursing the Acutely Ill Patient 30 credits L5	<b>NIP 2001</b> Caring for Patient with Long-term Condition 30 credits L5	<b>NIP 1004</b> Practice Learning 1 30 credits L4	30 credits at L4 and 60 credits at L5	Cert HE – Health Care Practice (120 credits)
For Students entering with APL NIP 2010 or NIP 2011 depending on experience					
Year 3	<b>NIP 3013</b> Preparation for Registration and Professional Practice as an Adult Nurse 30 credits L6	<b>NIP 2204</b> Appraising and Using Evidence for Practice 30 credits L5	<b>NIP 2103</b> Practice Learning 2 30 credits L5	60 credits at L5 and 30 credits at L6	Dip HE Health Care Practice (240 credits)
Year 4	<b>NIP 3012</b> Caring for Patients with Complex Care Needs 30 credits L6	<b>NIP 3331</b> Nursing Practice Enquiry 30 credits L6	<b>NIP 3233</b> Practice Learning 3 30 credits L6	90 credits at L6	BSc Health care practice (300 or 330 credit)

## 12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. For the purpose of this document the Higher Education levels are used with the FHCQ levels bracketed.

### Level 4

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p><b>Level 4 / NMC Part 1</b></p> <ul style="list-style-type: none"><li>• NIP 1003 (4) Foundations for Professional Practice – 30 cr</li><li>• NIP 1002 (4) Foundations for Nursing Practice – 30 cr</li><li>• NIP 1000 (4) Foundations for Field of Practice – 30 cr</li><li>• NIP 1004 (4) Practice Learning 1 – 30 cr</li></ul>	No optional modules	<p>Progression from Part 1 to 2 is dependent on achievement of all credits (120 <del>per year</del>), and meeting the progression criteria at Progression point 1. This is a professional requirement for this programme (NMC 2010).</p> <p>Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy for the Pre-registration Nursing Programme.</p> <p>Students need to demonstrate good health and character and must declare this at the start of each year of study and must complete a self-declaration of good health and character each year of the programme.</p> <p>Students need to have attended all mandatory training sessions, simulated learning hours and structured sessions with their Personal Tutor for each year of study.</p>

### Level 5 / NMC Part 2

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p><b>Level 5</b></p> <p>NIP 2000 (5) Nursing the Acutely Ill Patient - 30 cr</p> <ul style="list-style-type: none"><li>• NIP 2001 (5) Caring for Patients with long-term Conditions - 30 cr</li><li>• NIP 2204 (5) Appraising and Using Evidence for Practice - 30 cr</li><li>• NIP 2103 (5) Practice Learning 2 - 30cr</li></ul>	No optional modules	<p>As per Part 1 and in addition, progression from Part <del>Year</del> 2 to 3 is dependent on achievement of all 120 credits and meeting the progression criteria at Progression point 2 (part 2). The latter is a professional requirement for this programme (NMC 2010).</p>

<b>Level 6 NMC Completion</b>		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
<p>Students must take all of the following:</p> <p><b>Level 6</b></p> <ul style="list-style-type: none"> <li>• NIP 3012 (6) Caring for Patients with Complex Care Needs - 30 cr</li> <li>• NIP 3013 (6) Preparation for Registration and Professional Practice as an Adult Nurse - 30 cr</li> <li>• NIP 3331 (6) Nursing Practice Enquiry - 30 cr</li> <li>• NIP 3233 (6) Practice Learning 3 - 30 cr</li> </ul>	No optional modules	<p>Programme completion and progression to the NMC register is dependent upon:</p> <p>Completion of all modules at Level 6.</p> <p>At the end of the programme all students are required to have a written Declaration of Good Health and Character signed by the Programme Leader, indicating that to the best of their knowledge the student is eligible to register as a nurse with the NMC. Accumulated unauthorised absence may impact on the confirmation of good character required by the NMC.</p>
<b>12.3 Non-compensatable modules</b> (note statement in 12.2 regarding FHEQ levels)		
<b>Module level</b>	<b>Module code</b>	
Level 4	NIP 1003, NIP 1002, NIP 1000, NIP 1004	
Level 5	NIP 2000, NIP 2001, NIP 2204, NIP 2103	
Level 6	NIP 3012, NIP 3013, NIP 3331, NIP 3233	

### 13. Curriculum map

See attached.

### 14. Information about assessment regulations

**Assessment regulations follow Middlesex University's Academic Regulations. In addition the programme requires that:**

- This programme does not allow students to re-take modules. All modules are compulsory and non compensatable.
- Within modules, where there is more than one component to a module assessment, the marks are aggregated (as shown within the module LUN) and a grade given using the Middlesex University 20 point scale.
- Practice modules will be graded using the University 20 point scale in Parts 2 and 3 only.
- Students must achieve a pass grade for all the modules within the programme, to progress.

- Students must meet the attendance and mandatory training requirements of the programme. Students accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.
- Infringement of assessment regulations/academic misconduct (section F1) - may require Fitness for Practice Panel.
- DBS and Occupational Health clearance is required prior to commencing clinical placement.
- Automatic deferral is not permitted for students on these programmes.

#### **15. Placement opportunities, requirements and support (if applicable)**

- Students must satisfy the NMC requirements to have achieved a minimum of 2300 hours in practice during the whole of their programme, in order to gain professional registration with the NMC. All Adult students must also meet the requirements for clinical supervision set out by the EU directive 2005/36/EC.
- Practice experiences can take place in an approved learning environment in any of the NHS Trusts that are part of NHS London and in the independent and Private Sector.
- Staff within the School of Health and Education work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring of the learning environment is in place.
- Students are given notification of their allocated placement in advance and it is their responsibility to contact the placement as instructed, for details of their duty rota. Contact details are made available prior to placements.
- Nursing is a profession that is required to work 37.5 hours throughout the 24 hour period over any days of the week, including weekends. Duty rotas will reflect this and will include early, late, night, weekend and Bank Holiday shift patterns.
- All students will be given an induction at the start of each new learning experience and support and guidance will be given to students with diverse needs.
- Each practice area has an allocated Link Lecturer and placement information to further support practice learning and to guide students and mentors on key policy documents such as the attendance policy and complaints procedure. Practice learning is assessed using the Practice Assessment Document.
- Students are required to work under direct or indirect supervision and have access to a mentor for 40% of their assessed learning period in practice. Students must work with a qualified mentor for a minimum of 4 weeks towards the end of Progression point 1 and 2 and be supervised and assessed by a sign-off mentor during a 12 week period of continuous practice at the end of Part 3.
- Meetings with the allocated Personal Tutor at regular intervals will further support practice learning.

#### **16. Future careers (if applicable)**

On successful completion of the programme students are eligible to enter the professional register for Nursing.

Students will receive career guidance within Personal Tutor groups. Workshops to discuss jobs within the various Trusts is organised during the final year of the programme.

Successful graduates will be able to progress to a range of taught Masters programmes including the MSc Nursing & MSc Nursing Studies. They also have the opportunity to undertake work based learning studies at Post Graduate level.

### 17. Particular support for learning (if applicable)

- Personal Tutor
- Link Tutor/Mentors in clinical practice
- Clinical Placement Facilitators
- Clinical Skills laboratories
- Learning Development Unit
- Disability Unit and special learning needs support
- Nursing Practice Enquiry supervision (individual/group)
- Use of My Learning for directed learning activities
- ~~Graduate Academic Assistants~~
- PBLU

### 18. JACS code (or other relevant coding system)

B740 Adult Nursing

### 19. Relevant QAA subject benchmark group(s)

Nursing

### 20. Reference points

Apprenticeship Standard – Registered Nurse 2017 Institute of Apprenticeships

European Union Directive 2005/36/EC Recognition of professional qualifications

Middlesex University Regulations (2017/2018), London, Middlesex University

Middlesex University (2017/2018) Learning and Quality Enhancement Handbook, London, Middlesex University

Nursing Midwifery Council (2007) Essential Skills Clusters for Pre-registration Nursing programmes

Nursing and Midwifery Council (2008) Standards to support learning and assessment in practice.

Nursing and Midwifery Council (2015) The code: Professional standards of conduct and behaviour for nurses and midwives.

Nursing and Midwifery Council (2010) Standards for pre-registration nursing education.

Quality Assurance Agency (2018) The revised quality code for higher education London : QAA

Quality Assurance Agency (2001) Subject benchmark statement for nursing, London : QAA ✓

Leading Change, Adding Value: A framework for nursing, midwifery and care staff, NHS England 2016

Quality Assurance Agency Quality Code for Higher Education: Setting and maintaining academic standards, October 2014

~~Critical Review of Pre-Registration Nursing Provision at Middlesex University 2005-2010~~  
Department of Health (2010) Equity and excellence: Liberating the NHS

~~Inter-professional Capability Framework (CUILU 2004)~~  
~~Knowledge and skills Framework (DoH 2004)~~  
~~National Service Framework (DoH 1999, 2000, 2001, 2004)~~  
~~Nursing and Midwifery Council (2009) Guidance on professional conduct for nursing and midwifery students~~  
~~School of HSSC (2002/5) Maintenance and enhancement of quality and standards, HSSC~~  
~~School of HSSC Curriculum policy and strategy framework (2002/5)~~  
~~University Student Charter~~  
~~UCEA (2009) health and safety guidance for the placement of higher education students~~

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.



