



Leeds Trinity
University

APPRENTICESHIP PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Main provider	Leeds Trinity University
Sub-contracted provider	N/A
'Parent' Faculty (BCDI / HW&LS / SSE)	Health, Wellness and Life Sciences
'Parent' School	Health and Life Sciences
Professional accreditation body (if applicable)	Nursing and Midwifery Council
IfATE Apprenticeship Standard	<p>Nursing Associate (NMC 2018) Apprenticeship standards: Nursing associate (NMC 2018) / Institute for Apprenticeships and Technical Education</p> <p>Nursing Associate (NMC 2018) Apprenticeship Assessment plan: st0827 v12 nursing associate l5 fully-integrated-ap-for-publication adjustment 0302022-1.pdf (instituteofapprenticeships.org)</p>
Final University award (eg. BA Hons)	FdSc
Title of apprenticeship programme(s)	Nursing Associate (Apprenticeship)
Subsidiary award(s) (if any)	Certificate of Higher Education in Healthcare Studies (please note this award does not permit apprentice registration with the NMC)
Honours type (Single / Joint / Combined)	N/A
Typical Duration	24 Months on-programme (inc Integrated EPA)
Month/year of approval of programme	April 2025
Start date (this version) (month and year)	April 2025
Periodic review next due (academic year)	April 2030
HECoS subject code(s)	100290- nursing
UCAS course code	N/A
SITS route code	<p>Course code: ADLDGNURSEAS</p> <p>Route code: NURSASC</p>
Delivery venue(s) (please also indicate delivery partner organisations where relevant)	<p>Leeds Trinity University + place of work</p> <p>Horsforth Campus..... Yes</p> <p>City Campus.....No</p> <p>Partner organisations: NHS Trust including:</p>

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the apprentice's and a marketing perspective)

Nursing associate is a stand-alone role that will also provide a progression route into graduate level nursing. It's intended that the role will provide additional resources in nursing enabling registered nurses to focus on more complex clinical duties. Nursing associates work in the public, independent and voluntary sectors and it is a statutorily regulated profession. The standards for proficiency are set by the Nursing and Midwifery Council (NMC), which are required to be evidenced throughout the programme, along with the KSBs, to ensure that, by the end of the programme, the apprentice is competent in them. Successful completion of this apprenticeship will meet the education requirements for registration with the NMC. This standard covers the NMC Standards for Proficiency and Annexes A & B for nursing associates (NMC, 2018).

In February 2020, the NHS called for organisations to increase the number of nursing apprentices as part of a plan to improve patient care [NHS England » NHS Long Semester Plan to boost nurse apprenticeships](#). This was further reinforced in June 2023 when the NHS published a Long-Semester Workforce Plan which provided details of training planned for the healthcare sector; the plan included an increase in the number of apprenticeships that will be offered in the sector [NHS England » Record recruitment and reform to boost patient care under first NHS Long Semester Workforce Plan](#). The reason for the growth in provision can be attributed to the growing ageing population along with a skills gap. Coupled with this is the current reliance on agency workers which are expensive. Recruiting apprentices will cut this spend by approximately £10 billion by 2037. The plan covers the need to offer training through degree apprenticeships; one in six (16%) of all training for clinical staff will be offered through apprenticeships by 2028. In particular, the nursing associate foundation degree apprentices' places will increase by 40% within the next 5 years until 2028. Therefore, this means that LTU will be responding to a regional and national skills gap which will benefit organisations and the public.

This contemporary and innovative nursing associate apprenticeship provides the opportunity to study for a work integrated foundation degree whilst remaining in salaried employment. This is an essential way of upskilling existing employees within organisations. The role is competency based, supported and supervised by appropriately qualified staff, enabling apprentices on qualification to join the NMC register of Nursing Associates. The role is generic, working across adult, child, mental health and learning disabilities to provide high quality, safe, effective, person-centred care across the lifespan in a diverse range of settings.

The nursing associate role is a key part of the workforce transformation required to build the nursing workforce for the future. The development and design of the programme is a collaborative partnership with our key stakeholders including experienced academic nursing lecturers, people who use services, employer partners in the region. This will ensure that on graduation apprentices will be highly employable and prepared for future academic and professional development with the capacity for lifelong learning and a career in nursing within the health and social care sector.

It adheres to the NMC Standards for pre-registration nursing associates' programmes (NMC 2023) and aligns with the Nursing Associate Standard set by the Institute for Apprenticeships and Technical Education (2019).

Distinctive features of this programme are:

- Eligibility to register with the Nursing and Midwifery Council as a Nursing Associate.
- It is targeted at the career development of health care workers and those wanting to commence a career as a nursing associate.
- It is flexible and responsive to employer's needs and service delivery
- It provides the opportunity to further develop academic and healthcare career through transfer onto the BSc (Hons) Nursing degree programme or Registered Nurse Degree Apprenticeship (RNDA) route with relevant Recognition of Prior Learning (RPL).
- The theory delivery in fortnightly blocks on campus to support learning with dedicated and focused time to concentrate on academic studies, integrated with experience, practice and further learning undertaken in the workplace.
- It supports the employer with developing the future workforce and enhancing career pathways for healthcare workers.
- We have state of the art Health and Life Sciences Building equipped with industry standard technology to enable the development of clinical nursing skills and engage in simulated practice education in an authentic "real world" environment.

The programme will provide apprentices with the specialist nursing knowledge and skills to deliver high quality, safe, evidence led, compassionate, culturally informed and holistic person-centred nursing care to individuals, their carers and families across the lifespan.

The programme aims to develop registered nursing associates who:

1. Meet the requirements of the Nursing and Midwifery Council Standards for the pre-registration nursing education (NMC, 2023) the Standards of Proficiency for Nursing Associates (NMC, 2018) and consistently adhere to the precepts of The Code (NMC, 2018)
2. Can work autonomously and effectively as part of an interprofessional team, demonstrating leadership and acting as a professional role model in their ability to educate, inform, supervise, and manage others to promote the best outcomes in healthcare.
3. Will contribute significantly to high quality, effective, compassionate, holistic, and safe individual, and family person centred care across the life span, being an advocate and empowering all people they care for.
4. Are critical thinkers and uses evidence and reflection to inform their practice and manage their own continuing personal and professional development.
5. Challenges discrimination is culturally competent and contributes to society and social justice issues through political awareness in their role and approaches to nursing practice.
6. Is equipped with graduate attributes, resilience and key transferable skills that enhance employability within a digitally progressive and fast paced healthcare environment.

3. Apprenticeship KSB mapping – please see Appendix 1

4. Apprenticeship learning outcomes

In addition to achieving the KSBs for the apprenticeship apprentices will achieve the following learning outcomes that directly relate to the academic award.

Learning outcomes in Semester s of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, apprentices will have *demonstrated*:

- K1 Critical understanding of biopsychosocial concepts, pharmacology and procedures underpinning nursing associate practice, and evaluation of these to systematically assess, plan, deliver and monitor high quality person-centred and holistic care.
- K2 Recognition of the rights of people of all ages including policy, legal and ethical issues and the role of the nursing associate as an advocate in empowering individuals, families and communities.
- K3 Application of the principles of health promotion, protection, prevention and improvement to identify and respond to health priorities across the lifespan and for diverse communities and populations.
- K4 Professional values, qualities and accountability, working within the parameters of their knowledge and reflecting on their continued academic and personal development as well as the development of others.
- I1 Ability to critically analyse research and evidence-based sources, comparing literature from different perspective to inform clinical decision making, improve quality of care and patient safety.
- I2 Differentiate between roles and responsibilities of interprofessional colleagues, working across organisational boundaries to support integrated care needs of people of all ages in a range of health and care settings and teams.
- I3 Effective communication and relationship skills with a wide range of individuals using a variety of techniques making reasonable adjustments to deliver health and care services, and contribute to effective team working.
- I4 Ability to accurately present, evaluate and interpret data, develop lines of argument, make sound judgements and solve problems in accordance with theories and concepts of nursing care.

Attributes and Skills Outcomes

- AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager ((appropriate to the relevant Part of the NAPAD)
- AS2 **Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;
- AS3 **Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;
- AS4 **Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions;

- AS5 **Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;
- AS6 **Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;
- AS7 **Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;
- AS8 **Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole;
- AS9 **Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

5 External benchmarks

Statement of congruence with the relevant published subject benchmark statements (including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

Section 7 identifies that the relevant IfATE Apprenticeship Standard [Nursing associate \(NMC 2018\) / Institute for Apprenticeships and Technical Education](#) has been utilised to design the programme structure across levels 4 -5 ensuring that modules have been scaffolded succinctly (Ofsted's Quality of Education: Intent), to allow the learners to develop their nursing associate knowledge, skills and behaviours as they move through the programme and their organisation. These areas of knowledge also map succinctly to the QAA subject benchmarks for Health Studies (2024) [Subject Benchmark Statement: Health Studies \(qaa.ac.uk\)](#)

Within the QAA characteristics statement for Apprenticeships [higher-education-in-apprenticeships-characteristics-statement.pdf \(qaa.ac.uk\)](#) the importance of work based learning is focused upon and this has been evidenced in section 7 identifying that an equal balance between theory and practice related learning is integral to the programme structure allowing for structured opportunities for learning to be achieved in the workplace and the ability to integrate areas of subject and professional knowledge, skills and behaviour to enable learners to meet the programme learning outcomes.

The Department for Education funding rules [Apprenticeship funding rules 2024 to 2025 \(publishing.service.gov.uk\)](#) are followed across all LTU apprenticeship programmes. Training plans are created by the Apprenticeships Operations Manager to ensure that detail is provided regarding off the job hours, programme duration and content, employment hours and the end point assessment. These are signed by the employer, apprentice and Dean of External Engagement and Impact. All apprentices prior to starting an apprenticeship at Leeds Trinity University must have achieved a L2 pass / GCSE Grade 4/C in Maths and English. An initial assessment is completed prior to their enrolment to ensure that the apprentice can achieve the range of KSBs of the apprenticeship within their job role and that this apprenticeship standard is appropriate. It is at this stage in enrolment and onboarding that the programme leader would be involved in assessing any RPL and RPEL and funding altered accordingly.

Nursing associates are subject to statutory regulation by the Nursing and Midwifery Council (NMC). The NMC sets the standards of proficiency required for entry to the professional register and these are the occupational standards for nursing associates. The NMC also has the statutory duty to set requirements of programmes necessary to support the achievement of the knowledge, skills and behaviours (KSBs) in the occupational standard. The apprenticeship standard and the delivery of the apprentices' training must be aligned to all relevant NMC standards to ensure that apprentices are eligible for entry to the NMC register on completion.

Therefore, the following are additional sources of external frameworks/ requirements that have informed the apprenticeship programme:

- Standards of proficiency for nursing associates (NMC, 2018) [standards-of-proficiency-for-nursing-associates.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/standards-of-proficiency-for-nursing-associates.pdf)
- Part 1: Standards framework for nursing and midwifery education (NMC, 2023) [Standards framework for nursing and midwifery education \(nmc.org.uk\)](https://www.nmc.org.uk/standards-framework-for-nursing-and-midwifery-education.pdf)
- Part 2: Standards for student supervision and assessment (NMC, 2023) [Standards for student supervision and assessment \(nmc.org.uk\)](https://www.nmc.org.uk/standards-for-student-supervision-and-assessment.pdf)
- Part 3: Standards for pre-registration nursing associate programmes (NMC, 2023) [Standards for pre-registration nursing associate programmes \(nmc.org.uk\)](https://www.nmc.org.uk/standards-for-pre-registration-nursing-associate-programmes.pdf)
- Protected learning time in practice for nursing associate programmes (NMC, 2019) [nursing-associates-protected-learning-time-supporting-information.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/nursing-associates-protected-learning-time-supporting-information.pdf)
- Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2024) [quality-assurance-framework-for-nursing-and-midwifery-education.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/quality-assurance-framework-for-nursing-and-midwifery-education.pdf)
- [Quality assurance handbook \(nmc.org.uk\)](https://www.nmc.org.uk/quality-assurance-handbook.pdf)
- The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018) [The Code \(nmc.org.uk\)](https://www.nmc.org.uk/the-code.pdf)

6. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Learning outcomes for the award of <u>Certificate of Higher Education</u> (<i>non-registrable award</i>):</p> <p>On successful completion of 120 credits at Level 4, apprentices will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills and behaviours relevant to the Apprenticeship Standard and employment.</p>

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7. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Both theory and practice modules (practice modules = workbased learning requirements) have been created to ensure a scaffolded approach through level 4 to level 5 (Ofsted's Quality of Education: Intent), utilising the occupational duties which are embedded in the nursing associate apprenticeship standard [Nursing associate \(NMC 2018\) / Institute for Apprenticeships and Technical Education](#)

Duty 1: Be an accountable professional, acting in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate

Duty 2: Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions

Duty 3: Promote health and prevent ill health to improve and maintain the mental, physical, behavioural health and well-being of people, families, carers and communities

Duty 4: Contribute to the ongoing assessment of individuals nursing care needs, recognising when it is appropriate to refer to others for reassessment

Duty 5: Provide and monitor nursing care to individuals and groups, providing compassionate and safe nursing interventions

Duty 6: Improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interests, needs and preferences of people first

Duty 7: Improve quality of care by contributing to the continuous monitoring of people's experience of care

Duty 8: Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings

Duty 9: Work in teams collaborating effectively with a range of colleagues

Duty 10: Support and supervise others in the care team

The programme is modular based and provides a structured pattern of practice and theory-linked learning opportunities to enable achievement of the NMC requirement of a minimum of 2300 learning hours in partnership with health care providers. The FdSc Nursing Associate (Apprenticeship) programme offers the essential knowledge and understanding, skills and experience required for apprentices to operate effectively and successfully in a healthcare role. Core modules support cohesion between programme aims, module and programme learning outcomes delivered through a spiral curriculum with increasing depth and complexity across and between levels of study. There is an equal balance between theory and practice related learning as per Standard 2.7 "ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies" of Part 3: Standards for pre-registration nursing associate programmes (NMC, 2023).

Leeds Trinity University's Curriculum for Social Justice is a framework which is applied to this apprenticeship. Apprenticeships are key to addressing social injustice and addressing the skills gap whilst boosting economic productivity of apprentices. This has been embedded into the programme by including relational pedagogy throughout. Apprentices are introduced to equality, diversity and inclusion (EDI) throughout the curriculum and within their Duty of Care as set out in The Code (NMC, 2018) and professional values in practice which they must pass as part of their practice based learning.

Integrated within the study of the subject material is the development of digital and intellectual skills related to the analysis of information, critical thinking and problem solving. Whilst apprentices may have some employability skills already developed, these will be accelerated and practised through the modules. Employability skills which will be developed include effective communication, numerical proficiency, IT skills, self-management, team working and independent learning. During the programme of study apprentices will have access to a range of digital learning platforms including e-portfolio Pebblepad, safeMedicate, ClinicalSkills.net.

Theory content is delivered in two weekly blocks, there are six theory blocks in total (12 weeks) of which three blocks (6 weeks) supports the delivery of two 15 credit modules x 2. The theory blocks are inter-spaced within two 30 credit practice modules each totalling 16 weeks. The pattern of delivery enables the apprentice to directly relate theory learning to clinical practice and vice versa, thereby demonstrating their ability to use evidence to increase their understanding of key concepts and principles, justify their decision making, and inform future clinical practice.

At Level 4 the curriculum content provides the foundation to enable the apprentice to lead and manage self by developing self-awareness, resilience and professional values so they can positively contribute to society and the lives of those they meet and provide care for. The first two 15 credit theory modules will introduce the principles of biopsychosocial concepts, medicines management and essential skills for nursing care and personal and professional accountability for nursing associate practice including policy, legislation and ethics. During these modules apprentices will be provided with transitional support to develop an understanding with what being at university means, providing them with the vital study skills they will need to successfully negotiate HE. It also aims to introduce reflective models and theories in order that they are supported to review and reflect on experiential learning – especially practice learning.

Apprentices will also be completing their first 30 credit practice module (Practice 1) which is assessed via the validated Midlands, Yorkshire and East Practice Learning Group Nursing Associate Practice Assessment Document (NAPAD), which is hosted on the Pebblepad e-portfolio platform. Apprentices will be supported by a nominated Practice Assessor, Practice Supervisor and Academic Assessor to achieve competence in relation to the agreed NMC proficiencies and professional values during protected "off the job" learning time at their base and external placement. Apprentices will participate in initial, mid-point and final interviews to record progress in achievement of competencies in areas the following areas: Professional Values, Proficiencies, Episode(s) of Care, Medicines Management, Patient/Service User/Carer Feedback, Record of working with and learning from others/interprofessional working, Record of communication/additional feedback, Record of working with and learning from other; records of interpersonal working, records of personal feedback & communication, and the Ongoing Achievement Record (OAR). The module will also focus on the importance of the apprentices reflecting and mapping their workplace activities to the knowledge, skills, and behaviours (KSBs) of the apprenticeship standard. Apprentices will then commence their next two 15 credit theory modules which focus on developing their communication and relationship management skills to provide inclusive and collaborative person-centred care and promoting health and preventing ill health of individuals, communities, and populations. NUR4XXX Communication and Relationship Skills will focus on aspects of team working and collaboration, apprentices will participate in a teambuilding day delivered by the Army Medical Reserves at Harewood Barracks in Leeds, this

will also support interprofessional practice working. Apprentices will also undertake and complete their second 30 credit practice module (Practice 2).

At Level 5 the curriculum content supports the apprentice to lead and managing care focusing on developing competence in assessing, planning, and delivering safe and compassionate person-centred care. Apprentices will have an increased responsibility in practice and will develop competence in care delivery for people with long-Semester conditions and complex needs across the life span. They will learn to critically analyse and interpret data then apply it to clinical practice, enabling them to evaluate and deliver high quality care. The first two theory modules focus on knowledge and understanding of applied anatomy and physiology, pharmacology and essential skills to support care of acutely ill patients and evidence-based approaches to improving patient safety and quality in healthcare. Apprentices will also be completing their third 30 credit practice module (Practice 3). In Semester 2 the theory modules focus on integrated care delivery for people with acute and complex needs across the life span with a particular lens on interprofessional practice and working across organisation boundaries and in teams to meet health and care needs. The other theory module will support the apprentice to make the transition to registered nursing associate exploring their role in leading, supporting, and supervising others including patients, students and colleagues. They will also be completing their final practice module (Practice 4).

All modules have been mapped against the six platforms and two annexes of the Standards of Proficiency for Nursing Associates set out by the Nursing & Midwifery Council (NMC, 2018).

Platform 1: being an accountable professional

Platform 2: promoting health and preventing ill-health

Platform 3: providing and monitoring care

Platform 4: working in teams

Platform 5: improving safety and quality of care

Platform 6: contributing to integrated care

Annexe A: Communication and relationship management skills

Annexe B: Procedures to be undertaken by the nursing associate

8. Structure

FdSc Nursing Associate (Apprenticeship)

Total credit rating: 240 (120 ECTS)

Level 4 – with effect from March 2025

Core: Apprentices are required to take:

Module code	Module title	Semester	credits
NUR4105	Personal and professional accountability for nursing associate practice	Semester 1	15
NUR4115	Principles of biopsychosocial concepts, medicines management and essential skills for nursing associate practice	Semester 1	15
NUR4103	Nursing Associate Practice 1	Semester 1	30

NUR4125	Communication and relationship management skills for inclusive and collaborative person-centred care	Semester 2	15
NUR4135	Promoting health and preventing ill health of individuals, communities, and populations	Semester 2	15
NUR4113	Nursing Associate Practice 2*	Semester 2	30

As part of the Assessment Panel business, External Examiners will confirm that the apprentice's OAR is sufficient to allow them to progress onto L5, with or without any additional stipulations, for example, needing to recover an agreed amount of practice hours.

Level 5 – with effect from March 2026

Module code	Module title	Semester	credits
NUR5105	Applied anatomy and physiology, pharmacology and essential skills for nursing associate practice	Semester 1	15
NUR5115	Evidence-based approaches to improving patient safety and quality in healthcare	Semester 1	15
NUR5103	Nursing Associate Practice 3*	Semester 1	30
NUR5125	Integrated care delivery for people with complex needs across the life span	Semester 2	15
NUR5135	Transition to registered nursing associate: Leading, supporting, and supervising others	Semester 2	15
NUR5113	Nursing Associate Practice 4	Semester 2	30

9. Core Apprenticeship Curriculum

Safeguarding	<p>Safeguarding is a fundamental principal of nursing practice and professional standards as set out in The Code (NMC, 2018), “preserve safety”. Apprentices are introduced to their duty of care in relation to safeguarding during induction and it remains a core element of both applied practice and theoretical knowledge throughout the programme. Within all practice modules students must pass the professional values in practice section of their NAPAD which covers the professional standards of The Code (NMC, 2018). NUR4105 Personal and professional accountability for nursing associate practice covers safeguarding legislation and legal and ethical issues through discussion of case studies and problem-solving safeguarding dilemmas. Simulation Practice Education scenarios will also cover safeguarding issues and concerns enabling apprentices to build confidence in responding to safeguarding concerns in a safe and supported environment. Safeguarding is also covered in NUR4125 Communication and relationship management skills for inclusive and collaborative person-centred care and NUR5125 Integrated care delivery for people with acute and complex needs across the life span.</p> <p>Safeguarding is also reinforced throughout the apprentice's journey on the programme through progress reviews. Safeguarding is discussed at the start of every progress review to ensure that there are no current issues. Safeguarding and Health, Safety, Welfare and LTU belong are discussed as the theme for progress reviews one and two. Progress review one covers all induction</p>
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	information and progress review two has a theme of Safeguarding and Health, Safety and Welfare and LTU belong.
Prevent	Prevent is introduced to the apprentices at induction as part of their duty of care and professional responsibility. It is also covered in NUR4105 Personal and professional accountability for nursing associate practice, to support apprentices to understand the relationship between Prevent and safeguarding duties on professionals to protect people from a range of harms. British Values, Prevent and LTU belong are discussed within the theme of progress review ten which covers British Values and Prevent and LTU belong.
Equality, diversity and inclusivity (EDI)	<p>EDI is a fundamental principle of nursing practice and professional standards as set out in The Code (NMC, 2018). Principles of EDI including legislation, protected characteristics, reasonable adjustments, anti-discriminatory practice, culturally informed practice, unconscious bias, challenging stereotypes, health inequalities and social injustice are repeated topics in the following modules NUR4105 Personal and professional accountability for nursing associate practice, NUR4125 Communication and relationship management skills for inclusive and collaborative person-centred care, NUR4135 Promoting health and preventing ill health of individuals, communities, and populations, NUR5115 Evidence-based approaches to improving patient safety and quality in healthcare, NUR5125 Integrated care delivery for people with acute and complex needs across the life span and NUR5135 Transition to registered nursing associate: Leading, supporting, and supervising others.</p> <p>EDI and LTU belong are discussed as the theme for progress review six where the theme is EDI (Inc Sexual Misconduct) & LTU Belong and progress review ten where the theme is British Values and Prevent and LTU belong.</p>
Personal Development, eg careers guidance and supporting readiness to succeed	<p>The Code (NMC, 2018) stresses the importance of continued personal and professional development in order to maintain safe and effective practice through the process of revalidation. Also it states that registered nursing and nursing associates must support students' and colleagues' learning to help them develop their professional competence and confidence.</p> <p>The concept of personal and professional development is introduced to apprentices in NUR4105 Personal and professional accountability for nursing associate practice. It is sustained throughout all practice modules via the completion of the NAPAD supported by engagement in reflective practice. NUR5135 Transition to registered nursing associate: Leading, supporting, and supervising others enables the apprentice to consolidate their apprentice learning journey and make plans in readiness to take on the role of registered nursing associate and engage with their preceptorship period.</p> <p>Personal Development is provided by the progress reviewer role. Theme around career development is discussed in progress review 4, 6 and 10 (at the end of each academic year) where the themes for the progress reviews are recording off the job hours, revisiting the skills scan to assess the progress towards KSBs and Career Development.</p>
British Values of 1) democracy, 2) individual liberty, 3) the	British Values are introduced to the apprentices in NUR4105 Personal and professional accountability for nursing associate practice, as fundamental British values underpinning what it is to be a citizen in a modern and diverse Great

<p>rule of law and 4) mutual respect and tolerance</p>	<p>Britain valuing community and celebrating diversity of the UK. The following topics are covered across the theory modules at Level 4 and Level 5:</p> <ul style="list-style-type: none"> Leadership and accountability Joint decision making Team Meetings The right to protest and petition Receiving and giving feedback Legislation Agreed ways of working, policies and procedures How the law protects you and other Codes of conduct Embracing diversity The importance of religion, traditions, cultural heritage and preferences Stereotyping, labelling and prejudice Tackling discrimination Equality and Human Rights Personal Development Respect and Dignity Rights, choice, consent and individuality Values and principles <p>British Values, Prevent and LTU belong are discussed within the theme of progress review ten which covers British Values and Prevent and LTU belong</p>
<p>Behaviour and attitudes</p>	<p>These are developed throughout the apprenticeship journey by engaging with the modules increasing their knowledge, and through their practice and workplace activity developing their skills and behaviours. The NAPAD supports the development of behaviour and attitudes as a requirement to pass professional values in practice on each practice module.</p> <p>As well as the taught delivery KSB development is discussed in each progress review and a detailed focus provided in progress review one where the induction information is covered.</p> <p>KSB mapping document shows how the KSBs are mapped across the modules for the Nursing Associate Apprenticeship.</p>
<p>English, Maths and Digital Literacy</p>	<p>As part of NMC requirements apprentices must pass a medication calculation formal examinations at 100% by the end of the programme. Apprentices will have access to the safeMedicate digital web platform where they will be able to carry out unlimited self-assessment of their numeracy skills for medication calculations and numeracy relating to nursing practice.</p> <p>Apprentices will develop their digital skills via engagement with a number of digital resources including safeMedicate, Clinicalskills.net, Pebblepad e-portfolio. Also concepts and principles of digital health care delivery is embedded in NUR5125 Integrated care delivery for people with acute and complex needs across the life span. As future nurse apprentices will need to develop the knowledge and skills to enable them to provide safe, effective and person-centred care digitally, whether this is via virtual wards, conducting online assessments and care planning, supporting patients who use personal health apps, understanding and interpreting digital health data.</p>

	Maths and English are part of the progress review themes for progress reviews 3/5/7/9/10 where the themes are looking at the Knowledge, Skills and Behaviours, Portfolio Development & Maths and English.
Sustainability Goals	<p>Sustainability is explored in relation to “What is sustainable nursing practice. Out of date medication, NHS budget implications of waste, use of plastics, NHS becoming carbon neutral, use of PPE and plastics etc” in NUR5115 Evidence-based approaches to improving patient safety and quality in healthcare.</p> <p>UN Sustainability Goals are explored in NUR4135 Promoting health and preventing ill health of individuals, communities, and populations.</p> <p>Also enhancement opportunities will be provided for apprentices to engage in public health activities based around UN World or International Days” and linked to SDG International Days and Weeks United Nations this might be promotion and raising awareness on campus or in the workplace, creating a display in the main campus reception, engaging in a voluntary activity or charity event.</p>
Knowledge, Skills and Behaviours	These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their workplace activity developing their skills and behaviours.

10. Learning, teaching and assessment

Statement of the strategy for learning, teaching and academic experience for the programme

Our innovative programmes reflect the university’s strategic values of creating a learning environment that is inclusive, challenging and promotes collaboration, professionalism, and confidence in all our students. Apprentices will be supported throughout their learning journey to develop the skills and knowledge required to provide care for people of all ages and from different backgrounds, cultures, and beliefs. As apprentices progress through the programme, they will be required to demonstrate appropriate levels of subject knowledge and understanding, subject specific skills, intellectual skills and the effective use of transferable skills. To achieve this the Learning, Teaching and Academic Experience Sub-Strategy 2022-2026 has been embedded throughout the programme curricula.

It is important that both student nurses and nursing associates apprentices have a shared understanding of each other’s roles. In order to facilitate this there may be occasions when core learning will be undertaken together to share experiences and develop collaborative working practices, whilst recognising the unique contribution of each role. Our programme will value the different perspectives our apprentices bring to their education and empower them to fulfil their personal and professional ambitions and add value to the lives of all stakeholders in our educational community and beyond.

The curriculum for social justice runs throughout the programmes, to bring to life LTU’s mission, vision, and values and to develop apprentices understanding of their role as active citizens through engagement with community and sector issues.

Learning and teaching will be centred around a three-phase model which includes a pre, live and post approach to delivery. Apprentices will engage with a multi modal approach to learning which ensure that this includes the use of digital tools and platforms, such as a VLE and e-portfolio system, to provide access to engaging and developmental teaching. All apprentices will have a

training plan which outlines the learning linked to each module and includes the application of the three-phase model.

An individual learning plan (embedded as an assessment component of NUR4105 Personal and Professional Accountability for Nursing Associate Practice) will be discussed with the apprentice and their employer at the start of the programme to ensure it works flexibly around the apprentices personal and professional commitments, progress will be reviewed every 12 weeks to ensure learning objectives are on track and all required support is available and any additional support can be put in place.

Theory time will consist of a variety of teaching, learning and assessment methods. Fortnightly theory blocks will involve coming into university for face to face teaching in lectures, seminars and workshops, working independently and in small groups. Apprentices will also engage in practical sessions developing skills and competency through simulation-based activities in the high-fidelity simulation suite practising clinical skills. Some theory content will be given to complete as guided independent study, self-directed study, reading, preparing for assessments.

Within practice learning there is a requirement for protected learning time at the base/ primary placement and experience at external placements in a variety of different healthcare settings. These hours will be included as part of the agreement for 'off the job' training hours. Apprentices will be provided with Nursing Associate Practice Assessment Document (NAPAD) to document achievement of proficiencies and requirements of both Integrated End Point Assessment (EPA) and NMC registration. Practice supervisors and practice assessors will support, assess and provide evidence of clinical competence. Final discussions will take place with the academic assessor to ensure the apprentice meets requirements to progress to the next part of programme or registration (as appropriate). Apprentices will also complete 30 hours of simulation practice education each academic year delivered as two 15 hour blocks which will include a range of simulation scenarios supporting the development of care of people across the life span and all four fields of nursing practice. These 15 hrs blocks will be embedded in the primary placement hub hours and be delivered at LTU. Our simulation practice education meets the Standards for Student Supervision and Assessment (NMC, 2023). These blocks will include essential clinical skills for practice, as well as the development of decision-making skills of patient care in potentially complex situations.

Our inclusive assessment strategy is designed to ensure that apprentices achieve the overall aims and learning outcomes of the programmes, as well as the learning outcomes for individual modules. Assessment processes across the programmes have been deliberately designed to be developmental rather than judgemental embedding a non-deficit, anti-discriminatory approach to promote inclusivity, and remove barriers to progress and success. We will actively encourage the use of formative feedback, including that received from peers, service users and carers and practice supervisors and practice assessors to co-create a dialogue whereby the apprentice is an active participant in how they might best improve on current and previous performances but most significantly how they can take ownership of this process. Summative assessments include a variety of methods with optionality being available in the topic areas studied and where possible negotiated method of assessment. Clear links between formative and summative work will be made evident to support learning from and for assessment.

A full range of assessment methods has been selected in order to enhance learning; to capture the varying learning styles and to help apprentices to demonstrate the extent to which they have achieved all of the programme learning outcomes, module learning outcomes, programme aims and KSB's. Each module's learning outcomes relate to the module assessment item(s). A varied assessment strategy will be utilised and types and methods of assessment will include group project and presentations; essays; self analysis using the STAIR template; NAPAD (achievement of clinical competences and written evidence); exams (MCQ and short answer); map of patient/client experience; care plan report, reflective essay; resource package; poster presentation. The range of assessments is developed to encourage apprentices to be creative, innovative, and to prepare them for the workplace.

End Point Assessment Gateway

The EPA period will only start once the employer and LTU are satisfied that the apprentice is consistently working at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements for the EPA have been met. It is expected that the gateway will be reached on completion of the final qualification module and before the Exam Board.

End Point Assessment (EPA)

The EPA is integrated throughout the programme, so apprentices will not need to complete an additional assessment. The EPA period is expected to last a maximum of 1 month beginning when the apprentice has passed the EPA gateway. It incorporates all the progression points that they will make throughout the programme to ensure adequate competition. The End Point Assessment for this apprenticeship is an Exam Board. To successfully meet the requirements of the Exam Board, apprentices will need to have completed the following elements:

- Foundation Degree in Nursing Associate (Apprenticeship)
- Knowledge, Skills and Behaviours in the Apprenticeship Standard
- Level 2 English and Maths or ESFA accepted exemption evidence
- All statutory practice hours in line with Nursing Associates Programme Standards (NMC 2023)
- All Practice Assessment Document (PAD) and Ongoing Record of Achievement (OAR) (confirmed by the Practice Assessor and Academic Assessor as completed and passed)
- Declaration of Health and Character (NMC 2018)

EPA and final Award Assessment Board

The EPA starts with the final Award Progress Panel and finishes when the AEI:

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

To achieve this apprenticeship programme, apprentices must undertake and log a minimum of 2300 learning hours (NMC, 2023) with a 50/50 split of protected learning time between theory & practice.

Table 1, 2, 3 & 4 illustrates NMC alignment between on programme activity and the EPA and the breakdown of hours of theory and practice learning, and requirements for protected learning time for theory and practice learning, and hours for "on the job" and "off the job".

The FdSc Nursing Associate (Apprentice) must align with recognition by the NMC. Table 1 represents the relationship between the On-Programme activity, Gateway process and End Point Assessment

Table 1: Relationship between the On-Programme activity, Gateway process and End Point Assessment

On Programme

A range of modules within the Foundation Degree to develop knowledge, skills and behaviours across the 10 occupational duties to meet the Nursing Associate Apprenticeship Standards (to the value of 240 credits) with an equal balance of 50% theory and 50% practice learning

Learning and ongoing assessment which is monitored through the Individual Learning Progress (ILP) review every 12 weeks.

A range of formative and summative assessments

NAPAD/OAR e-portfolio providing evidence of theory and application to clinical practice.

Practice Learning (work-based learning) in primary and external placement settings

Gateway to End Point Assessment

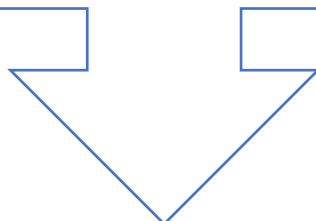
Apprentice has met the knowledge, skills and behaviours

Employer and LTU are satisfied that the apprentice has consistently demonstrated they meet the KSBs of the occupational standard.

The apprentice has achieved English and mathematics at Level 2

The apprentice has completed all required modules, considering any RPL, of the FdSc Nursing Associate programme, which includes the mandatory protected learning time and a minimum 460 hours of external practice placements.

The NAPAD and OAR is completed and signed-off by the apprentices' practice and academic assessor.



Integrated End Point Assessment

The EPA will use the assessment arrangements for the FdSc Nursing Associate (Apprenticeship). The apprentice is not required to carry out any additional assessments.

The EPA starts with exam board and finishes when LTU:

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

Table 2: Protected Learning Time (PLT) hours for the FdSc Nursing Associate programme

Year/Level	20% of programme for academic study	20% of programme for external practice placement	PLT for remainder of the programme hours 60%	
			Practice Primary Placement 30%	Theory 30%
One/L4	240 hours (F2F & directed study)	240 hours (minimum required 230 hours)	360 hours	360 hours Independent Study
Two/L5	240 hours (F2F & directed study)	240 hours (minimum required 230 hours)	360 hours	360 hours Independent Study

PLT Hours	480 hours	480 hours*	720 hours	720 hours
<small>*Foundation Degree approved by the Nursing and Midwifery Council in line with the requirements specified in the Nursing Associates Programme Standards (NMC 2023) which includes the mandatory protected learning time and a minimum 460 hours of external practice placements.</small>				

Table 3: Total Protected Learning Time

Theory		Practice	
20% PLT Academic Study	480 hours	20% PLT external placement	480 hours
30% remainder PLT for theory	720 hour	30% remainder PLT for practice	720 hours
1200 hours = 50%		1200 hours = 50%	
2400 hours (require 2300 hours)			

Table 4: Structured Learning Activities/ Hours across the Apprenticeship

On the Job Learning	Off the Job Learning (PLT)	
Working in placement of employment including holidays (not PLT) 1600 Hours Does not have to be supernumerary	Theory	Practice (Supernumerary)
	1200 hours	1200 hours
	480 Hours (Theory) 720 Hours (Independent Study)	480 Hours (external placement) 720 Hours (primary placement)
1600 Hours = 40%	2400 Hours* = 60% (NMC Requirement minimum 2300 hours) *Across the 24 months of the programme there is an additional 100 hrs to provide a contingency for sickness/absence	
Total Hours	3900 Hours/37.5 hours pw = 104 Weeks	

Protected Learning Time Activities in Practice Learning

There will be a range of activities that will contribute to protected learning time in practice learning which will include the following:

- Supervised practice learning (work-based learning) activities supported by the practice supervisor and/or practice assessor
- External placements (240 hours per year)
- Spoke days in both primary and external placement
- Simulated Practice Education (2 x 15 hours per year = 30 hrs) 60 hrs in total
- Enhancement days
- Mandatory Training
- Clinical workshops and updates

11. Programme learning outcomes covered

Level 4	Assessed learning outcomes of the programme								Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	I1	I2	I3	I4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading should be used to indicate modules that are not core, ie. not all apprentices on this programme will undertake these.	Theoretical knowledge of nursing practice	Rights, policy, legislation and ethics	Health promotion and protection	Professional values and accountability	Research & evidence-based practice	Interprofessional practice and teamwork	Communication & relationship skills	Analytical skills & techniques	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
Personal and professional accountability for nursing associate practice																	
Principles of biopsychosocial concepts, medicines management and essential skills for nursing associate practice																	
Nursing Associate Practice 1																	
Communication and relationship management skills for inclusive and collaborative person-centred care																	
Promoting health and preventing ill health of individuals, communities, and populations																	
Nursing Associate Practice 2*																	
Level 5	Assessed learning outcomes of the programme								Skills development								
<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	I1	I2	I3	I4	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9

[illegible]

12. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	<p>Admission onto this apprenticeship will align to the requirement of the apprenticeship standard (Nursing associate (NMC 2018) / Institute for Apprenticeships and Technical Education). The apprentice will need to be employed for a minimum of 30 hours per week in a relevant role and have the support of their employer. The initial application for this programme will be via the employer and shortlisted applicants will be jointly interviewed by the employer, Leeds Trinity University and other stakeholders.</p> <p><u>UCAS tariff points</u></p> <p>Applicants will need to meet the required 80 tariff points which can come from a range of qualifications (A Levels, BTECs, OCR, CACHE qualifications and T levels. Suitable applicants who do not meet the required tariff points may be asked to complete a 1000-word essay for consideration of suitability by Leeds Trinity University.</p> <p>We also accept the Level 3 Senior Healthcare Support Worker Apprenticeship with an End Point Assessment grade of Distinction.</p> <p><u>GCSE requirements</u></p> <p>GCSEs in English Language or English Literature and Maths are required at grade C /4 or above.</p> <p>Level 2 Key Skills, Functional Skills and the Certificate in Adult Numeracy/Literacy as per the ESFA exemptions accepted in place of GCSEs.</p> <p><u>English Language requirements</u></p> <p>If English is not your first language and you have not been educated in the UK, you will need an IELTS academic score of 7.0 with a minimum of 7.0 in reading, listening and speaking and 6.5 in writing.</p> <p>The required marks can be achieved across two IELTS test sittings if:</p> <ul style="list-style-type: none">applicants sit the tests within 12 months of each otherapplicants are tested in all four sections at the same timeapplicants achieve at least 7 for reading, listening, and speaking, and at least 6.5 for writing in at least one of the two test sittings andno scores in either of the two test sittings are below 6.5 for

Additional entry requirements: For entry onto this course, you will need to meet the Nursing and Midwifery Council's (2018) requirements for selection. This includes completion of a declaration of Health and Character, Occupational Health, satisfactory interview and a satisfactory Disclosure and Barring Service (DBS) check.

Occupational Health Screening: All places are offered subject to satisfactory occupational health screening which clearance which will be confirmed via the employer.

DBS requirements: Applicants who are offered a place and accept will be required to complete an enhanced DBS. The employer will be responsible for the DBS check and confirming clearance with the admissions team. Please note you will be required to annually self-declare whether there have been any changes to the DBS at re-registration and also declare any changes during the academic year as soon as possible.

Values Based Interview information: As part of the selection process, we jointly interview short-listed candidates with our employer partners prior to making offers, clinical staff from the practice learning environment and service users and carers will be part of the interview panel.

References: All applications should be supported by a second reference. You will be asked to supply this second reference as a condition of your offer.

13. Progression, classification and award requirements

Details of requirements for apprentice progression between levels and receipt of the award(s)
(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The following regulations apply, together with the General Academic Regulations

- Programme Regulations for Foundation Degrees
- Additional Regulations for FdSc Nursing Associate (apprenticeship)

Apprentices must achieve a pass mark of 40% in all components of assessment in all modules. Medication calculation examinations are assessed as Pass/Fail (with a requirement to achieve 100% to pass) due to the NMC requirement to pass this assessment at 100% by the end of the programme.

All modules at each level must be passed in order to progress to the next level of study. Compensation of Marginal Failure is not permitted on the programme.

Each *Practice* module must be passed before progression to the next *Practice* module (e.g. *Practice 1* must be passed before progression to *Practice 2*). In the event of an apprentice failing a Practice module a recovery opportunity is provided in the same academic year if this fail takes place in Semester 1. If the failed practice experience takes place in Semester 2, then wherever possible, apprentices have a recovery opportunity provided before the end of the academic year. This fail remains on the apprentices profile in the event of the apprentice being given an opportunity to repeat the full year. An apprentice failing two assessed practice experiences during the programme will be deemed to have failed the programme and a recommendation will be made to the Progression and Award Board to withdraw the apprentice from the programme and be awarded a contained award if the requirements of that award have been met.

As well as following the University's Attendance Policy, the programme has minimum attendance requirements of 100% attendance of theory and consolidation sessions and 100% attendance on placement. Details of how absences are managed are detailed in the Programme Handbook and the Practice Learning Handbook. Attendance is monitored for university sessions and on placement.

Eligibility to apply to enter the NMC Professional Register:

To be awarded the FdSc in Nursing Associate (Apprenticeship) and to be eligible to apply for entry to the NMC Professional Register, the apprentice must have:

- Met the attendance requirements of the curriculum. An apprentice who has not achieved the minimum professional requirements during the Programme will be required to make up time in placement and demonstrate sufficient evidence of engagement with the theoretical content to meet the minimum professional requirements. Apprentices who do not achieve the minimum professional requirements will make up the requisite time at the end of their final year.
- Have experienced a range of placements and met the relevant requirements for registration.
- Passed all theory and practice assessments for all modules with no compensation.
- Must complete a declaration of health and character at the end of the programme.
- Must register with the NMC within five years of successful completion of their studies. Please see the NMC guidance for the standards that must be met by those who first apply for registration more than five years after being awarded an approved qualification [registering-more-than-five-years-after-qualifying.pdf](#)

14.Prerequisites

Details of modules apprentices must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

Each Practice module must be passed before progression to the next Practice module (e.g. Practice 1 must be passed before progression to Practice 2).

15.Additional support needs

Arrangements made to accommodate apprentices with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Apprentices with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate apprentices with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs. The apprentice will be based, as an employee, within a particular organisation and the programme will integrate both academic and work-based learning approaches through the close collaboration established between LTU and employer partner employers. Our employer partners have dedicated clinical educators for apprentices who act as co-ordinators and maintain regular contact with all apprentices offering support, advice, ensuring access to protected learning time and opportunities in the work place. Also there will be regular check in with LTU progress reviewers to ensure that the apprentice is on track with hours, learning plans, assessment deadlines and they will also be present at these reviews which are planned in every 12 weeks. Apprentices of concern are also discussed in the weekly checkpoint meeting and interventions are discussed and actioned by either the programme leader or the programme progress reviewer. They will also communicate with the apprentices nominated Academic Assessor and LTUs Practice Placement Team for advice and support in assisting and supporting individual needs. The programme fully recognises the potential of existing employees and, on successful completion, for Nursing Associates who wish to become Registered Nurses, they will be able to progress onto the BSc (Hons) Nursing degree programme or degree apprenticeship route with relevant Recognition of Prior Learning (RPL).

Apprentices are informed during Induction of the support and wellbeing services available at the university to ensure they have their diverse needs respected and considered including study skills support, dyslexia and disability services, Mental Health and Wellbeing Service, money advice, and accommodation support.

LTU is committed to providing support for all apprentices to increase their ability to manage the academic demands of the programme through, academic study skills, critical reading and writing skills and to encourage students with additional needs to capitalise on support available to them. Literacy, numeracy and digital literacy and technology skills are therefore a core element delivered within each level of the programme to enable apprentices to meet the needs of people in their care to ensure safe and effective nursing practice.

LTU's Learning Hub has a highly skilled team of teaching and advising experts who deliver academic skills workshops across every level and every programme so that every LTU apprentice is given opportunities to maximise their learning potential. Alongside this there is a year long calendar of drop ins and one to one appointment to help apprentices with academic skills (academic writing, referencing, interpreting, and improving on feedback, literacy and numeracy). LTU's Peer Support Champions also offer peer to peer support for apprentices and have a calendar of bespoke sessions including time management, note taking, referencing and mental health and wellbeing chats.

Disability services offer relevant access and support for apprentices with a disability to ensure they can engage with their programme. This could be accessing Dyslexia screening, appropriate accommodation, adaptations on campus, Student Inclusion Plans (SIP), guidance for staff, non-medical assistance (e.g., note takers in lectures), support accessing Disabled Student Allowance and one to one academic support sessions.

Any apprentice who declares a disability is seen by the Lead for Practice Education/Practice Learning Facilitator to assess the requirement of a 'Placement Inclusion Plan' (PIP). This may also occur as the result of the mandatory occupational health screening as part of applicants' health and character requirements of entry to the programme. SIPs and PIPs are developed in collaboration with the apprentice. PIPs are held in a secure folder in the Practice Placement Education channel on our Nursing MS Teams channel (this is private channel with restricted access to the nursing academic team and practice placement team). All PIPs are shared with the host placement if the apprentice gives their consent, so they can discuss with the apprentice and Lead for Practice Education any adjustments required to support the apprentices learning and if deemed necessary and adjustments are not possible the apprentice

will be found an alternative external placement which can support their individual needs. Academic Assessors (AA) are also aware of any PIPs. All SIPs and PIPs are reviewed annually with the apprentice.

Student Mental Health & Wellbeing Team offers apprentices a self-referral service where they will be offered an assessment by a qualified Mental Health practitioner within two weeks. This provides the opportunity to explore current needs and compare offers of support at LTU with other local NHS and Third Sector provision. Apprentices can then access Counselling, CBT and/or appointments with LTU's Wellbeing Practitioner. The service also offers the creation of Student Inclusion Plans, Wellbeing Workshops (learning to relax, regaining motivation, managing stress and placement worries) as well as access to a range of self-help materials, the Togetherall online wellbeing platform, exercise on prescription in conjunction with Trinity Fitness and LTU's Wellbeing Module on the VLE. Support can be offered remotely or on campus.

Fitness to Practise

The University has a responsibility to ensure that apprentices fit to practise and must adhere to regulatory advice provided by the University. Apprentice Handbooks provide information about the standards of behaviour expected. It is the apprentice's responsibility to familiarise themselves with the provisions and requirements of the relevant University and employer. Any apprentice departing from the guidance given may be subject to consideration by Leeds Trinity University Fitness to Practise. In the event of this, the employer will be informed of the outcome.

Appendix 1: KSB Mapping

Level 4

Module code	Module title	Semester	Credits	Knowledge	Skills	Behaviours	Duty
NUR4105	Personal and professional accountability for nursing associate practice	Semester 1	15	K1; K2; K3; K4; K5; K6; K7; K8	S1; S2; S3; S4; S5; S6; S7; S8; S9; S10; S11; S12	B1; B2; B3	1; 2
NUR4115	Principles of biopsychosocial concepts, medicines management and essential skills for nursing associate practice	Semester 1	15	K13; K15; K16; K17; K20; K22; K23; K24; K27; K28; K29; K30	S17; S20; S24; S25; S26; S27; S28; S30; S33	B1; B2; B3	3;4;5;6
NUR4103	Nursing Associate Practice 1	Semester 1	30	K1; K2; K3; K4; K5; K6; K7; K8; K13; K15; K16; K17; K19; K20; K22; K23; K24; K26; K27; K28; K30	S1; S2; S3; S4; S5; S6; S7; S8; S9; S10; S11; S12; S17; S20; S24; S25; S26; S27; S28; S30; S33	B1; B2; B3	1;2;3;4;5;6
NUR4125	Communication and relationship management skills for inclusive and collaborative person-centred care	Semester 2	15	K4; K6; K17; K18; K19; K24; K26; K41; K42	S2; S5; S7; S9; S10; S11; S12; S18; S19; S20; S21; S22; S23; S28; S32; S39; S40; S43; S44	B1; B2; B3	1;2;4;5;8;9
NUR4135	Promoting health and preventing ill health of individuals, communities, and populations	Semester 2	15	K9; K10; K11; K12; K13; K14; K21; K36; K43	S5; S13; S14; S15; S16; S17; S39; S43	B1; B2; B3	3;5;8;9
NUR4113	Nursing Associate Practice 2*	Semester 2	30	K4; K6; K9; K10; K11; K12; K13; K14; K17; K18; K19; K21; K24; K26; K36; K41; K42; K43	S2; S5; S7; S9; S10; S11; S12; S13; S14; S15; S16; S17; S18; S19; S20; S21; S22; S23; S28; S32; S39; S40; S43; S44	B1; B2; B3	1;2;3;4;5;8;9

Level 5

Module code	Module title	Semester	Credits	Knowledge	Skills	Behaviours	Duty
NUR5105	Applied anatomy and physiology, pharmacology and essential skills for nursing associate practice.	Semester 1	15	K6; K16; K17; K19; K21; K25; K27; K28; K29; K30	S5; S11; S18; S21; S24; S29; S30; S31; S33; S34; S35; S36	B1; B2; B3	2;4;5;6
NUR5115	Evidence-based approaches to improving patient safety and quality in healthcare	Semester 1	15	K4; K6; K18; K26; K31; K32; K33; K35; K43	S3; S11; S20; S22; S33; S34; S36; S37; S44	B1; B2; B3	1;2;4;5;6;7;9
NUR5103	Nursing Associate Practice 3*	Semester 1	30	K4; K6; K17; K18; K19; K21; K25; K26; K27; K28; K29; K30; K31; K32; K33; K35; K43	S3; S5; S11; S28; S20; S21; S22; S24; S29; S30; S31; S33; S34; S35; S36; S37; S44	B1; B2; B3	1;2;4;5;6;7;9
NUR5125	Integrated care delivery for people with complex needs across the life span	Semester 2	15	K26; K36; K37; K38; K39; K40; K41; K42; K43	S32; S38; S39; S40; S41; S43; S44	B1; B2; B3	5;8;9;10
NUR5135	Transition to registered nursing associate: Leading, supporting, and supervising others	Semester 2	15	K2; K5; K6; K31; K32; K33; K34; K35; K42; K43	S1; S3; S4; S8; S11; S33; S34; S35; S36; S37; S38; S41; S42; S43; S44	B1; B2; B3	1;2;6;7;10
NUR5113	Nursing Associate Practice 4	Semester 2	30	K2; K5; K6; K31; K32; K33; K34; K35; K36; K37; K38; K39; K40; K41; K42; K43	S1; S3; S4; S8; S11; S32; S33; S34; S35; S36; S37; S38; S39; S40; S41; S42; S43; S44	B1; B2; B3	1;2;3;5;6;7;8;9;10

