

Apprenticeship Specification

Apprenticeship Summary Information		
1	Apprenticeship Title	4 Year Route BSc (Hons) Nursing (Adult) – Nursing Degree Apprenticeship BSc (Hons) Nursing (Child) – Nursing Degree Apprenticeship BSc (Hons) Nursing (Learning Disabilities) - Nursing Degree Apprenticeship BSc (Hons) Nursing (Mental Health) – Nursing Degree Apprenticeship Step On Route: Bachelor of science with honours nursing(Adult) Bachelor of science with honours nursing(Child) Bachelor of science with honours nursing(Mental Health) Bachelor of science with honours nursing(Learning Disabilities)
2	BCU Apprenticeship Course Code	US0990 / US0992 / US0994 / US0996/ US1051/US1053/US1055/US1057
3	Awarding Institution	Birmingham City University
4	Teaching Institution(s)	Birmingham City University
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable within the Apprenticeship Standard)	Nursing & Midwifery Council (NMC) Institute for Apprenticeships and Technical Education (IfATE)

6	Apprenticeship Course Description
	<p>The 4 Year route is a 48-month BSc (Hons) Nursing Degree Apprenticeship course this has been designed to comply with the Realising professionalism: Standards for education and training publications; Future nurse: Standards of proficiency for registered nurses; Part 1: Standards framework for nursing and midwifery education; Part 2: Standards for student supervision and assessment; Part 3: Standards for pre-registration nursing programmes (Nursing and Midwifery Council, 2018). Successful completion of this course provides eligibility to apply and be entered onto the NMC register in one of the four fields of nursing; Adult, Child, Learning Disabilities or Mental Health. This is a full time course, with an equal balance of theory and practice learning, which meets the minimum requirement of 4600 hours.</p> <p>The Step-On Route is 24 months long and learners RPL the first 24 months of the 48month course.</p> <p>The course meets the requirements for Registered nurse - degree (NMC 2018) apprenticeship standards ST0781 (Institute for Apprenticeships and Technical Education (IFATE), 2018). To be able to register as an apprentice you will be required to successfully complete the end-point</p>

assessment plan for registered nurse non-integrated degree apprenticeship standard (IFATE, 2018).

We, alongside your employer, aim to develop apprentice graduate nurses who are able to meet the health needs of the whole person throughout their lifespan, with the ability to work flexibly across a range of settings. Together we will facilitate your development to become skilled, knowledgeable, emotionally intelligent nurses, with the ability to lead and co-ordinate compassionate, evidence based, person and family centred care whilst working as an integral member of the interdisciplinary team.

The course design incorporates three stages across 48 months which includes integrated theoretical content and one field specific stage. Each stage spans approximately 16 months.

- Each stage covers an academic level
 - Stage 1 is academic level 4
 - Stage 2 is academic level 5
 - Stage 3 is academic level 6

During stages one and two you will learn with students from all fields of nursing and during stage three you will learn within your field specific groups. There are five modules in each stage, one of which is a stage long practice module. This will provide preparation and support to develop confidence and competence in practice over the 48 months working towards independently leading and co-ordinating care.

The first stage will equip you with theoretical and practice knowledge, to enable the development of a range of key skills. This will include exploring the evidence that underpins person and family-centred care, professional values, self-leadership and the role of the registered nurse. Second stage modules further enhance this learning and explore evidence based complex care incorporating a wide range of research, skills, team leadership and principles of co-ordinating care. During the third stage, you will build upon previous learning and develop proficiency in your chosen field of practice. These modules will develop you as a leader who uses research-informed critical thinking to co-ordinate care, supervise other health professionals and gain confidence in the safe management of medication. Personal tuition will enrich your learning experiences and will enable meaningful reflection and development of your individual field identity throughout the course.

Practice placements will be field specific throughout the 48 months. There will also be opportunities for exposure across the four fields of nursing. Practice learning experiences may be within community, hospital or home environment settings and at a location anywhere within the West Midlands region and beyond. Whilst on placement you will be supported, supervised and assessed by suitably prepared practice and academic staff to develop your knowledge and skills.

We are committed to providing excellent, innovative, learning, teaching and assessment experiences. We use technology to enhance your learning, through lectures, seminars, skills, simulation and virtual learning. Engagement of practice partners and service users in all areas of learning, teaching and assessment is integral to our approach. Our evidence based curriculum will empower students to contribute to the provision of high quality holistic care both during their studies and in their future profession. *Please insert the text supplied by Marketing which describes the content of the apprenticeship course. This will be posted to the BCU external course webpage.*

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7	Apprentice Awards		
7a	Apprenticeship Final Award (awarded by End Point Assessment Organisation)	Level	Credits Awarded
	<i>Registered Nurse Degree (2018) Apprenticeship</i>	6	n/a
7b	Mandatory Awards and Credits Awarded (where applicable)		
	NA		
7c	University Awards and Credits Awarded (where applicable)		
	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Learning Disabilities) BSc (Hons) Nursing (Mental Health)	6	360
7d	University Exit Awards and Credits Awarded (where applicable)		
	Certificate of Higher Education: Studies in Health Care Diploma of Higher Education: Studies in Health Care Bachelor of Science: Studies in Health Care	. 4 5 6	120 240 <i>Minimum of 300 of which 60 must be at level 6.</i>
	These interim awards do not allow for application to the NMC for registration.		

8	Variation from the University Regulations		
	<p>The following derogations will be applied to the course:</p> <ol style="list-style-type: none"> 1. For modules with more than one item of assessment, all items of assessment must be passed in order to pass the module 2. Compensation of marginally failed modules is not permitted 3. Condonement of failed modules is not permitted 4. The maximum registration period within which to complete the course is 7 years 5. Students who have failed the placement module twice during Level 4 will not have the right to repeat level 4 6. For clinical practice assessments/modules there is no in-year retrieval and a maximum of two attempts only for practice assessments is permitted (level 4, 5 and 6) 7. Students may be permitted to transfer between courses after the Monday of week 4 of semester one, where this transfer is to another field of nursing. This is only possible if the student is successful at interview with the relevant field and deemed suitable by the employer. 8. Students are permitted to progress into the next stage of the course, carrying a maximum of 60 credits. <p><i>plus</i> Apprenticeships adhere to University academic regulations for University awards offered within apprenticeship training. Where Educations and Skills Funding Agency (ESFA) regulations</p>		

	<p>specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the ESFA as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.</p>
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9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Full Time 50% practice hours: 50% theory hours to achieve NMC minimum requirements of 4600 hours in total with an equal balance of theory and practice.	City South Campus.	48months 4 year route 24 months Step-On Route	US0990 / US0992 / US0994 / US0996/ US1051/US1053/US1055/US1057

10 Entry Requirements	
Home:	Level 2 qualifications which must be achieved PRIOR to application for all applicants except Access Students (Please see Access entry requirements below):
Access:	<p>A minimum of three GCSEs at Grade 4 or above (previously Grade C), must include English Language, Mathematics and one of Biology, Chemistry, Physics, or Science Double/Triple Award or equivalent.</p> <p>Acceptable GCSE Science Equivalents:</p> <ul style="list-style-type: none"> • BTEC 1st Certificate • BTEC 1st Diploma • Intermediate GNVQ • OCR Level 2 National Award • OCR Level 2 National Certificate <p>Acceptable English GCSE Equivalents:</p> <ul style="list-style-type: none"> • Key Skills Communication - Level 2 • Functional Skills English – Level 2 <p>Acceptable Maths GCSE Equivalents:</p> <ul style="list-style-type: none"> • Key Skills Application of Number- Level 2 • Functional Skills Maths – Level 2 <p>or</p>
	<p>Irish Leaving Certificate A minimum of five Ordinary levels at Grade B3 or above, must include English Language, Mathematics and a Science subject. or</p>

Scottish qualifications

A minimum of five Intermediate Standard 2 or above, must include English Language, Mathematics and a Science subject.

Plus one of the following Level 3 qualifications which you may be working towards: (Except Access students - please see entry requirements below)

GCE A/A2 Level

120 UCAS points from a maximum of three A/A2 Level passes, which must include one of Health and Social Care, Human Biology, Biology, Physics, Chemistry, Applied Science, Psychology or Social Science at Grade B. A typical offer would be BBB.

General Studies, Critical Thinking and Extended Project are not accepted.

GCE AS/A2 Level

120 UCAS points from a maximum of two AS/A1 Level passes, plus a maximum of two A/A2 Level passes at Grade C or above, which must include one of Health and Social Care, Human Biology, Biology, Physics, Chemistry, Psychology or Social Science.

General Studies, Critical Thinking and Extended Project are not accepted.

The admission requirements for this course are stated on the course page of the BCU website at <https://www.bcu.ac.uk/>

Level 2 qualifications which must be achieved PRIOR to application for all applicants except Access Students (Please see Access entry requirements below):

A minimum of three GCSEs at Grade 4 or above (previously Grade C), must include English Language, Mathematics and one of Biology, Chemistry, Physics, or Science Double/Triple Award or equivalent.

Acceptable GCSE Science Equivalents:

- BTEC 1st Certificate
- BTEC 1st Diploma
- Intermediate GNVQ
- OCR Level 2 National Award
- OCR Level 2 National Certificate

Acceptable English GCSE Equivalents:

- Key Skills Communication - Level 2
- Functional Skills English – Level 2

Acceptable Maths GCSE Equivalents:

- Key Skills Application of Number- Level 2
- Functional Skills Maths – Level 2

or

Irish Leaving Certificate

A minimum of five Ordinary levels at Grade B3 or above, must include English Language, Mathematics and a Science subject.

or

Scottish qualifications

A minimum of five Intermediate Standard 2 or above, must include English Language, Mathematics and a Science subject.

Plus one of the following Level 3 qualifications which you may be working towards: (Except Access students - please see entry requirements below)

GCE A/A2 Level

120 UCAS points from a maximum of three A/A2 Level passes, which must include one of Health and Social Care, Human Biology, Biology, Physics, Chemistry, Applied Science, Psychology or Social Science at Grade B. A typical offer would be BBB.

General Studies, Critical Thinking and Extended Project are not accepted.

GCE AS/A2 Level

120 UCAS points from a maximum of two AS/A1 Level passes, plus a maximum of two A/A2 Level passes at Grade C or above, which must include one of Health and Social Care, Human Biology, Biology, Physics, Chemistry, Psychology or Social Science.

General Studies, Critical Thinking and Extended Project are not accepted.

GCE/AVCE Double Award in Health and Social Care

120 UCAS points from an A* A* profile or combined with UCAS points from a maximum of one GCE A/A2 level. General Studies, Critical Thinking and Extended Project are not accepted.

BTEC National Certificate (NQF) in Health and Social Care, Society, Health and Development, Science or equivalents

Acceptable only when combined with other Level 3 qualifications.

BTEC National Diploma (NQF) in Health and Social Care, Society, Health and Development, Science or equivalents

120 UCAS points from a DDM profile.

BTEC Extended Diploma (QCF) in Health and Social Care Society, Health and Development, Science or equivalents 120 UCAS points from a DDM profile.

BTEC Diploma (QCF) in Health and Social Care Society, Health and Development, Science or equivalents

120 UCAS points from D*D* profile. Plus one AS/A2.

BTEC Subsidiary Diploma (QCF) in Health and Social Care Society, Health and Development, Science or equivalents
 Acceptable only when combined with TWO other Level 3 qualifications.

City and Guilds Level 3 Advanced Technical Extended Diploma (1080) in Health and Social Care at Distinction.

International Baccalaureate (IB) Diploma
 Minimum Grade 30 points required. Acceptable on its own or combined with other level 3 qualifications.

Welsh Baccalaureate Advanced diploma
 Core plus combined other Level 3 qualifications CACHE Diploma in Child Care and Education
 Minimum Grade B required (120 UCAS tariff points).

CACHE Certificate in Child Care and Education
 120 tariff points, must be offered along with either one A Level, two AS Levels or one BTEC Subsidiary Diploma.

CACHE Award in Child Care and Education
 120 tariff points, must be offered along with either one A Level, two AS Levels or one BTEC Subsidiary Diploma

CACHE Diploma in Child Care and Education
 Minimum Grade B required (120 UCAS tariff points).

CACHE Extended Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)
 Minimum Grade B required (120 UCAS tariff points).

CACHE Extended Diploma for the Children and Young People's Workforce
 Minimum Grade B required (120 UCAS tariff points).

CACHE Extended Diploma in Health and Social Care
 Minimum Grade B required (120 UCAS tariff points).

CACHE Diploma in Early Years Education and Care (Early Years Educator)
 Minimum Grade B required (120 UCAS tariff points).

CACHE Technical Level 3 Extended Diploma in Health and Social Care
 Minimum Grade B required (120 UCAS tariff points).

The Open University K101 – An Introduction to Health and Social Care or equivalents
 Completion of full year (transcripts will be required). K101 is acceptable with another level 3 qualification.

Irish Leaving Certificate
 120 UCAS tariff points from a maximum of 5 Highers at Grade B2/H3 or above

Scottish Qualifications – Advanced Highers

Achieve a minimum of 120 tariff points achieved in either three Advanced Highers or from a combination of two Advanced Highers plus two Highers.

NVQ Level 4 in Health and Social Care

Full award required, plus GCSE English Language and Mathematics at Grade C or above.

14-19 DIPLOMAS in Society Health and Development To be achieved in Advanced Diploma or Progression Diploma 120 UCAS points from an A Grade.

OCR National Extended Diploma in Health and Social Care or Science

120 UCAS points from an M1 Grade.

Access to HE Diploma in a Health and Social Care Subject

Full award (60 credits) of which a minimum of 45 must be at Level 3 including 30 at Merit or Distinction, of which a minimum of 24 must be in a Science or Health related subject and 15 at Level 2. Mathematics and English Language is not accepted if completed as part of this award.

If an applicant is studying an Access qualification or has already achieved an acceptable Level 3+ qualification, but is missing an acceptable Level 2 qualification, then they will be asked to complete Functional Skills Level 2 Maths and/or English Language (as applicable) by the 31st July alongside the GCSE they are studying.

Foundation Degree

Foundation degrees will be reviewed on an individual basis and will require a transcript of the content of the course.

Foundation Year Level 3

120 Year 0, Level 3 University credits, which must include modules focused on Health and Social Care or Health and Well-being in Society, and either a module focused on Human Biology, Anatomy and Physiology, Psychology, and Applied Science.

A portfolio route may also be available subject to employer approval. The portfolio needs to be submitted to the employer as part of the application process.

The portfolio should include:

- Evidence of level 2 Maths & English
- Evidence of a level 3 qualification in Health/Science.
- Evidence of working within a healthcare support worker role within the last 5 years.
- Two references from their current and previous employer who must be registered with the NMC or HCPC.

- An evaluation of an episode of care countersigned by registered practitioner (up to 1000 words)

Following approval of the portfolio applicants will need to:

- Attend an interview and be appointed by the employer
- Provide evidence of completing an online non-credit bearing short course in Anatomy and Physiology provided by BCU
- Provide evidence of completing an online non-credit bearing short course in academic skills provided by BCU

Other qualifications:

Qualifications that are not listed will be considered on an individual basis.

Further guidance on tariff points can be found on the UCAS website.

Recognition of Prior Learning

Recognition of prior learning (RPL) is permitted to up to fifty percent of the programme. RPL will be considered and processed in line with University policy.

For NMC registered nurses, we will permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme.

Mapping will need to be completed and assessed prior to enrolment to assure that all NMC standard and requirements are met.

International candidates:

Those who meet residency/academic requirements of UK students but whose language is not English will need to hold IELTS with an overall score of at least 7.0.

In addition

- You must provide evidence of having been in general education for a minimum of 10 years
- You must provide evidence of study within the last five years
- No offers are made without a face-to-face interview

- All offers are subject to satisfactory Occupational Health Clearance, Disclosure and Barring Service report and, registration with Independent Safeguarding Authority
- You should be aware that qualifications, personal statement, interview and references all form part of the selection criteria for this course

You should also be aware that completion of your UCAS application form indicates your digital and technological capability to meet course outcomes and this forms part of the selection criteria for this course

11	Apprenticeship Aims
	<p>Course Aim</p> <p>To prepare graduate nurses who are able to provide, lead and co-ordinate compassionate, evidence based and person-centred care whilst working as an integral member of the interdisciplinary team.</p>

12	Apprenticeship Course Learning Outcomes	
	Learning Outcomes	
1	The provision of person-centred, safe and compassionate care; the importance of communication skills and the ability to reflect upon your own accountability.	Knowledge and skills
2	How to make a difference to individuals, families and their communities across the lifespan and delivery of high quality, evidence based care in order to promote good health, protect against disease and prevent ill health.	Knowledge
3	The assessment and prioritisation of individual needs to plan and deliver care taking into account culture, diversity and the uniqueness of people.	Knowledge and skills
4	The provision and evaluation of high standard of flexible and sensitive holistic nursing care across a range of settings using research-informed critical thinking and evolving technologies.	Knowledge and skills
5	The application of leadership and sound decision making skills in order to demonstrate commitment to partnership working within the interdisciplinary team and wider community in order to plan and deliver exceptional collaborative care.	Skills
6	The monitoring and improvement of safety and quality of care and treatment and the assessment and management of risk to safety and experiences of those they work with.	Skills
7	The impact that inspirational leadership has on the co-ordination and management of care across a range of organisations in line with local and national policies.	Knowledge

13	Level Learning Outcomes
	<p>Level learning outcomes for the purpose of this course are the progression through the module learning outcomes at each level these can be found on the module specifications.</p>

14	Apprenticeship Learning, Teaching and Assessment Strategy (including off the job training)
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Our approach to learning and teaching has been developed using a variety of frameworks and embraces the wealth of knowledge of the course team, practice partners and service users supporting you. So that apprentices can achieve the necessary level of competence and ability to make evidence-based clinical decisions. The course will incrementally build on the knowledge, skills and behaviours gained in practice and University, from part 1 through to parts 2 and 3. Every aspect of the course has been carefully aligned to the NMC (2018) platforms, the nursing apprenticeship duty's which mirror on the job activities and KSB's. We will support apprentices to understand their journey from novice to expert. All assessments are aligned with the learning outcomes, and achievement of KSB's. The end point assessment is fully integrated into the course and therefore learners are being prepared for the EPA during each assessment point. There are opportunities for formative feedback in a variety of formats before the submission of assessments these will include tutor feedback, peer feedback and feedback from our development services if the apprentices choose to utilise these services. Assessments are designed with close relationships to on the job learning and their real work activity. Apprentices are also assessed in clinical practice as part of their professional practice module this forms 50% of the course is being assessed via real work activity.

We are committed to an apprentice-focused learning approach which will use creative ways of helping apprentices feel inspired to learn. We use methods which recognise apprentices' individuality whilst empowering them to study independently. There will be traditional lectures and flipped learning. This is where apprentices will undertake pre-session work in order to transform the classroom into a dynamic interactive environment. Practice learning, simulation and facilitated or apprentice led skills practice will be strong components of the course with specialist clinical practice partners, practice educators and service users facilitate the delivery of learning opportunities.

Apprentices will be encouraged to develop personally to become an autonomous learner through problem-based learning, peer learning, debate, discussion, reflection and feedback. Technology and online resources will enhance apprentices' learning whilst supporting continuous access and opportunities to consolidate knowledge. Other elements of apprentices personal development are embedded within the course across different modules. For example, they will be supported to consider and develop skills such as self-awareness, communication, interpersonal/ interprofessional working, emotional intelligence, problem solving, conflict management, amongst others. They will engage in reflection in regard to their behaviours and values, to ensure they are developing and displaying the values and behaviours associated with working as a nurse, including caring, compassion, honesty, conscientiousness and commitment to treat people with dignity; respecting peoples diversity, beliefs, culture, needs, values, privacy and preferences; showing respect and empathy to others; to work to best / evidence-based practice; to ensure they are adaptable, reliable and consistent, show discretion and resilience. Consideration of health, safety and wellbeing, and awareness of Prevent and the importance of being courageous to challenge areas of concern are also developed during the course and discussed at your tripartite progress review meetings.

Research and evidence-based practice is vital so apprentices will be supported in developing digital literacy skills to identify, use and apply appropriate resources. The course team; personal tutors; academic assessors; practice supervisors and practices assessors and employers will all work together to support apprentices at each part of your course.

English and Maths skills are developed throughout the course with progression of study level and implementation of the in both practice learning and on the job learning. Progression of these skills will be discussed at tripartite meetings.

All apprentices are required to reflect and identify their learning for each day of off the job learning on an off the job tracker this is discussed at the tripartite meetings with apprentices and employers to build focused links between the on the job learning and off the job learning. Employers have access to the learners' learning plans and course plans so they can plan in on the job learning activities in line with delivered content.

15 Apprenticeship Course Requirements

15a Training/Academic Requirements

In order to fully complete the apprenticeship you must have successfully completed the end-point assessment (EPA) for registered nurse non-integrated degree apprenticeship standard. To be eligible for application for entry onto the NMC register, an apprentice must successfully achieve all 360 credits of the course

Level 4: Integrated

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
NUR4031	What is nursing?	20
NUR4032	Assessing needs and planning care	20
NUR4033	Providing and evaluating care	20
NUR4034	Introduction to leadership and teamwork	20
Nur4035	Professional Practice 1	40

Level 5: Integrated

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
NUR5078	Complex care 1: assessing and planning	20
NUR5079	Complex care 2: providing and evaluating care	20
NUR5080	Improving quality and safety in a global context	20
NUR5081	Leadership and co-ordinating care	20
NUR5082	Professional Practice 2	40

Level 6: Field specific: Apprentices will undertake the field specific version of the module relevant to their field of study.

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

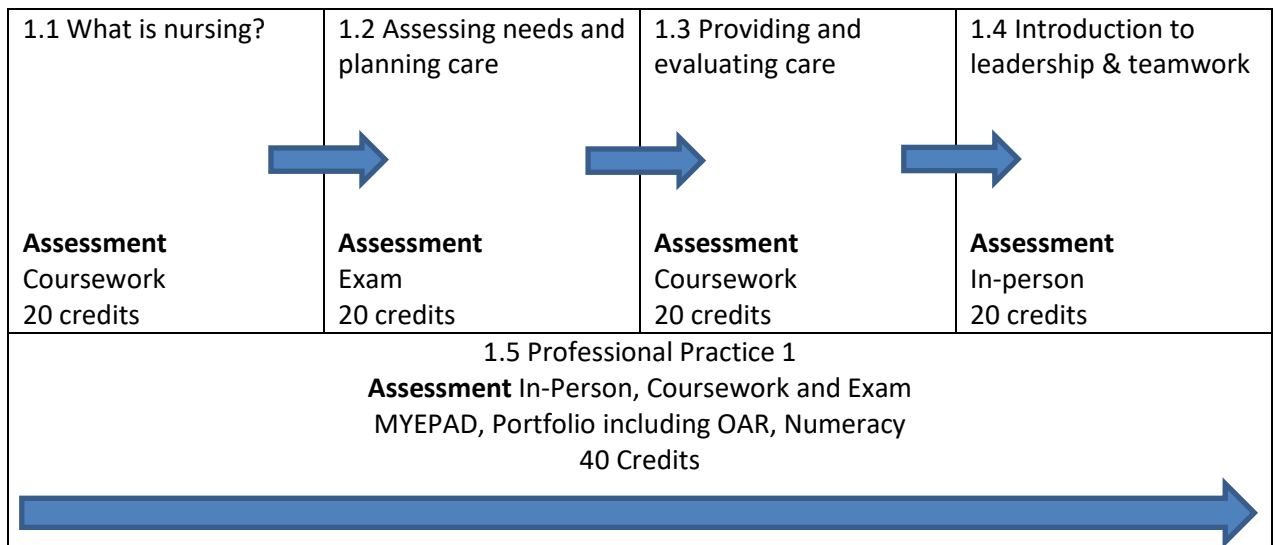
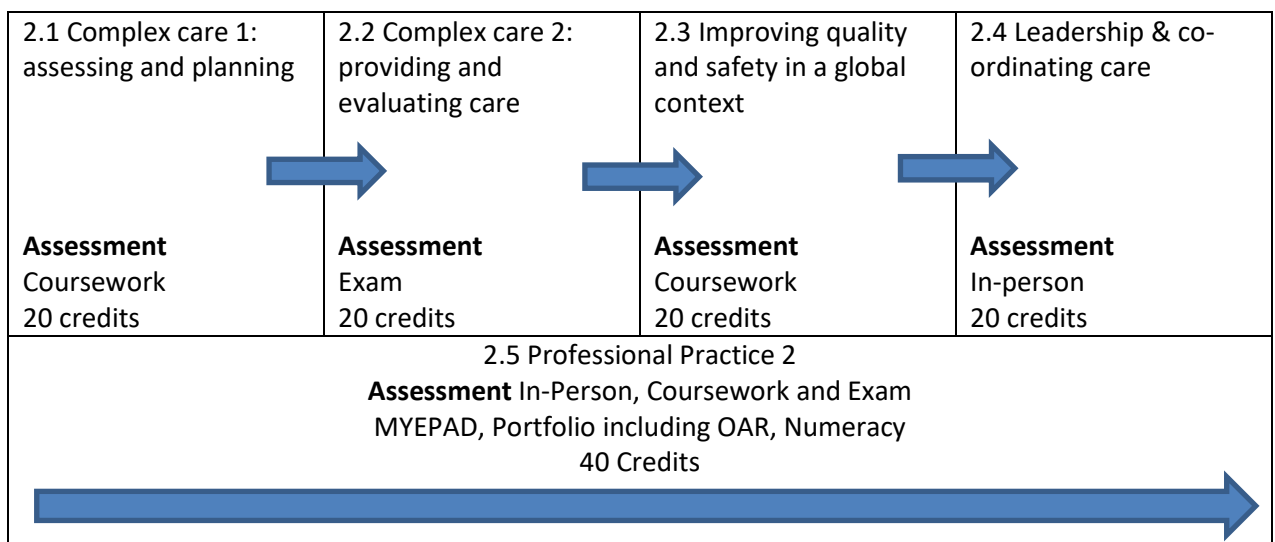
Module Code	Module Name	Credit Value
3.1	Nursing care: adult/ child/Mental Health or Learning Disabilities	20
3.2	Medicines management and applied physiology in adult / child/ mental health or learning disabilities nursing	20
3.3	Leadership and decision making in adult nursing	20
3.4	Delivering high-quality, safe nursing care within adult nursing	20
3.5	Professional Practice 3	40

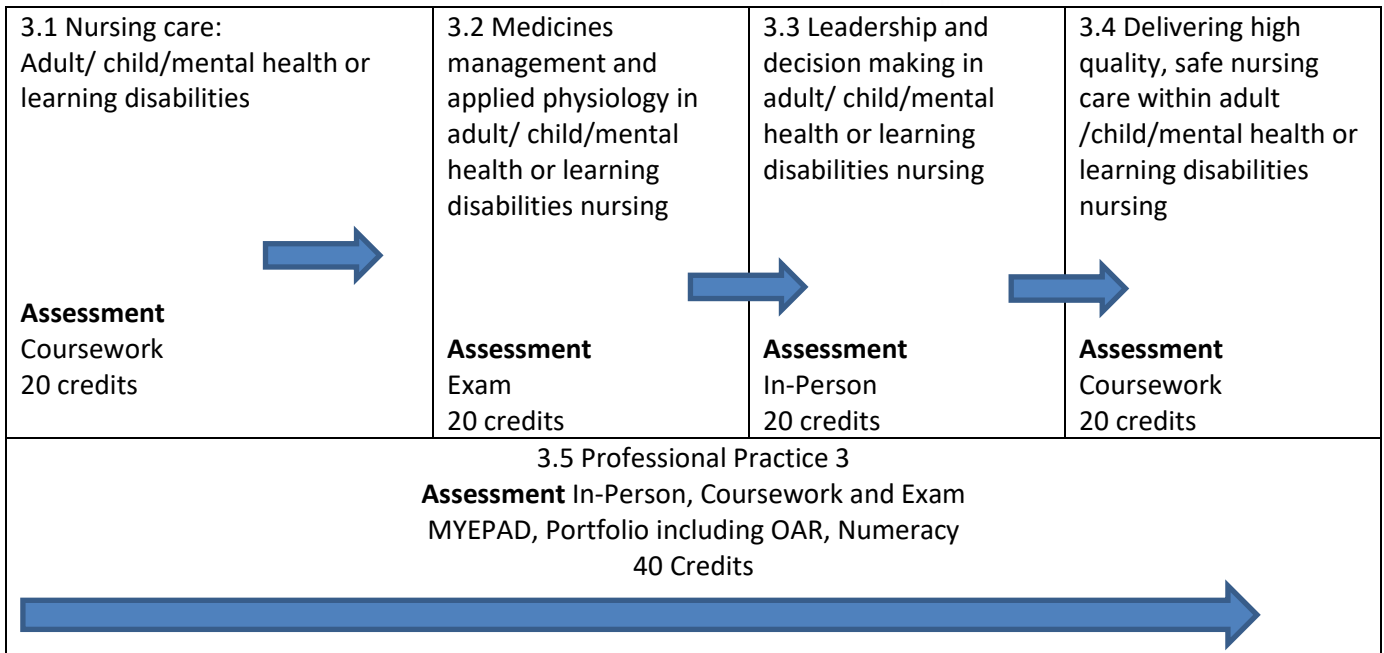
End Point Assessment Requirements:

15b Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules but a fair and transparent process will be adopted and shared with students.

Include a structure diagram for each mode of study. Level 4 is completed as an example including modules which extend the whole year.

Training/Academic Requirements
Level 4

Level 5

Level 6



Optional Module

LBR6653 CNO0 02 Discovering a career in general practice non-accredited module

As a non-credited module there is no formal assessment or award of credits, students are required to submit a updated curriculum vitae and a 500- word professional development plan and to undertake an interview with the course team.

Before being approved onto the module students must meet a set criteria outlined below.

- 1 They must be in the second, third or fourth year of their course.
- 2 They must meet with the course lead to discuss their suitability to undertake the course, this includes a discussion of their ability to undertake the module alongside their nursing course and a review of the student's current progress.

Progression to Gateway: Apprentices will progress to gateway once all elements of the course and apprenticeship have been completed.

End Point Assessment Requirements: 360 credits achieved for the academic elements, a minimum of 2300 practice learning hours as part of the off-the-job learning and achievement of the minimum apprentice hours required.

16	Overall Learner Workload and Balance of Assessment (including off the job training)
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Overall learner *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to on the optional modules, available to learners. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

15.9% time spent in timetabled teaching and learning activity

760 clinical practice hours in Stage 1

Activity	Number of Hours
Scheduled Learning	248
Directed Learning	281
Private Study	271
Total Hours	1560 (includes clinical practice hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	34
Exam	16
In-Person	50

Level 5

Workload

16.4% time spent in timetabled teaching and learning activity

712 clinical practice hours in stage 2

Activity	Number of Hours
Scheduled Learning	248
Directed Learning	260
Private Study	292
Total Hours	1512 (includes clinical practice hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	34

Exam	16
In-Person	50

Level 6

Workload

12.1% time spent in timetabled teaching and learning activity
928 clinical practice hours in stage 3

Activity	Number of Hours
Scheduled Learning	209
Directed Learning	350
Private Study	241
Total Hours	1728 (includes clinical practice hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	34
Exam	16
In-Person	50

