

Apprenticeship Specification

Apprenticeship Summary Information		
1	Apprenticeship Title	<p>4 Year Route</p> <p>BSc (Hons) Nursing (Adult) – Nursing Degree Apprenticeship</p> <p>BSc (Hons) Nursing (Child) – Nursing Degree Apprenticeship</p> <p>BSc (Hons) Nursing (Learning Disabilities) - Nursing Degree Apprenticeship</p> <p>BSc (Hons) Nursing (Mental Health) – Nursing Degree Apprenticeship</p> <p>Step On Route:</p> <p>Bachelor of Science with Honours Nursing (Adult)</p> <p>Bachelor of Science with Honours Nursing (Child)</p> <p>Bachelor of Science with Honours Nursing (Mental Health)</p> <p>Bachelor of Science with Honours Nursing (Learning Disabilities)</p>
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)	<p>Nursing & Midwifery Council (NMC)</p> <p>Institute for Apprenticeships and Technical Education (IfATE)</p>

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.

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. The maximum registration period within which to complete the course is 7 years 4. Students who have failed the placement module twice during Level 4 will not have the right to repeat level 4 5. 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) 6. 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. 7. Students are permitted to progress into the next stage of the course, carrying a maximum of 60 credits. <p><i>plus</i></p> <p>Apprenticeships adhere to University academic regulations for University awards offered within apprenticeship training. Where Department for Education (DfE) regulations specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the DfE as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.</p>

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.	48 months 4 year route 24 months Step-On Route	US0990 / US0992 / US0994 / US0996/ US1051/US1053/US1055/US1057

10 Entry Requirements		
Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/ or may be found by searching for the course entry profile located on the UCAS website.	

11 Apprenticeship Aims	
	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. Upon successful completion of the course, students will be able to identify, explain and critically evaluate.

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	Skills

	team and wider community in order to plan and deliver exceptional collaborative care.	
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	Learning Level Outcomes
	<i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i>
	Identify how professionalism, the law and ethics impact on the delivery of safe nursing care.
	Discuss and recognise biopsychosocial health conditions across the lifespan and the impact of wider determinants on choice for individuals, families, carers, communities and the nurse.
	Recognize and describe appropriate communication strategies throughout the nursing process which empowers individual involvement in their care and supports health promotion and prevention of ill health across the lifespan.
	Use, describe and explain the relevant evidence-based practice of nursing knowledge supporting safe clinical practice, leadership and teamwork.
	Discuss and demonstrate principles of holistic practice and co-ordinating care within an interdisciplinary context in assessing planning, implementation and evaluation of care at different stages of life.
	Identify how health promotion and health policy can impact on people across the lifespan and apply leadership principles to enhance wellbeing and experiences of health.
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	<i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i>
	Use evidence-based practices to accurately demonstrate gathering and interpretation of information from the nursing assessment process to plan, implement and evaluate appropriate and holistic complex care.
	Evaluate current healthcare policy, codes of practice, individual holistic healthcare needs, shared decision making and complex health conditions in leading collaborative, multi-agency partnerships in complex care prioritisation, planning and delivery.
	Appraise leadership and communication skills and strategies required in prioritisation, negotiation, delegation and care delivery in complex challenging and sensitive situations.
	Examine nursing principles and analyse evidence, policy and ethical frameworks in relation to safe and high-quality care delivery. Demonstrating and understanding of the social, political and economic factors influencing care provision across a range of services.
	Debate the wider determinant of health in a UK and global context and examine the impact of health inequalities that influence well-being.
	Apply evidence informed approaches to behaviour change to help people manage their own health whilst demonstrating knowledge of and responding to challenging situations using emotional resilience and intelligence when working in complex care.
	Reflect upon the influence and impact of organisational dynamics and team performance in delivering healthcare and multi-agency decision making.

	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	<i>Upon completion of Level 6/Bachelor of Science with Honours Nursing (Adult), students will be able to:</i>
	Critically examine epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing.
	Compare and systematically examine the nursing process of a holistic approach of assessing, planning and implementing safe and effective care to people
	Analyse the bioscience and evaluate the action of medication to informs the safe prescribing and administration of medication for people with acute and chronic conditions
	Demonstrate and analyse a critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management
	Critically reflect and evaluate strategies to develop your personal and professional decision making to deliver and coordinate safe, evidence based and high-quality complex care as an emergent leader within the interdisciplinary context in partnership with people
	Critically appraise and debate the underpinning theory and factors which inform high quality holistic person-centred care
	Critically appraise a range of risk assessment strategies to enable the formulation of appropriate evidence-based, person-centred holistic nursing care plans across the full range of care settings.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a range of health care environments.
	Evaluate professional interpersonal skills to support effective supervision of others and contribute to their learning and assessment
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	<i>Upon completion of Level 6/Bachelor of Science with Honours Nursing (Child), students will be able to:</i>
	Critically examine epidemiology, demography, genomics and the wider determinants of health, illness and wellbeing.
	Compare and systematically examine the nursing process as a holistic approach for assessing, planning and implementing safe and effective care to infants' children and young people
	Analyse the bioscience and evaluate the action of medication to informs the safe prescribing and administration of medication for children and young people with acute and chronic conditions
	Demonstrate and analyse a critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management
	Critically reflect and evaluate strategies to develop your personal and professional decision making to deliver and coordinate safe, evidence based and high-quality complex care as an emergent leader within the interdisciplinary context in partnership with children, young people and their families
	Critically appraise and debate the underpinning theory and factors which inform high quality holistic family centred care to children and young people

	Critically appraise a range of risk assessment strategies to enable the formulation of appropriate evidence-based, person-centred holistic nursing care plans across the full range of care settings.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a children's and young people's health care environments.
	Evaluate professional interpersonal skills to support effective supervision of others and contribute to their learning and assessment
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	<i>Upon completion of Level 6/Bachelor of Science with Honours Nursing (Mental Health), students will be able to:</i>
	Critically appraise a range of risk assessment strategies to enable the formulation of appropriate evidence-based, person-centred holistic nursing care plans across the full range of care settings
	Critically appraise, debate and reflect on underpinning theory and factors which inform high quality, safe, holistic complex care for people experiencing mental health problems, carers, dependents or significant others in a range of mental health care settings which meets individuals' health and social needs.
	Evaluate strategies to develop your personal and professional accountability in decision making to provide excellent care in partnership with people experiencing mental distress.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a variety of settings.
	Critically reflect on their own strengths and development areas as a leader and practitioner and evaluate professional interpersonal skills to support effective supervision of others and contribute to their learning and assessment.
	Evaluate and analyse the bioscience and actions of medications, skills for safe prescribing and administration when working with people with mental health conditions and mental distress.
	Analyse and demonstrate critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management.
	Critically examine bio-psychosocial approaches to mental health care showing knowledge of epidemiology, demography and wider determinants of health whilst demonstrating an understanding of mental illness as a contested notion.
	Systematically examine the role of a mental health nurse in holistically applying the nursing process with a critical awareness of evidence-based communication strategies to develop understanding of the unique perspective of a person in the planning and provision of safe collaborative and effective care.
	Evaluate the interface between risk, ethics, law and service user perspectives to establish how and who quality improvements are made for in the treatment of mental illness.
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.
	<i>Upon completion of Level 6/Bachelor of Science with Honours Nursing (Learning Disability), students will be able to:</i>
	Critically examine health inequalities and inequities and the impact this has on health outcomes of people with learning disabilities

	Construct a systematic, evidence based, person-centred and holistic assessment and critically appraise, examine and provide rational at all stages of the nursing process, including risk assessment strategies, care coordination and person-centred care planning with individuals and groups with learning disabilities, within interdisciplinary processes across a full range of care settings.
	Evaluate and analyse the bioscience and actions of medications, skills for safe prescribing and administration when working with people with learning disabilities.
	Analyse and demonstrate critical awareness of evidence-based strategies to promote medication concordance, shared decision making and the management and prevention of adverse events within medication management.
	Evaluate strategies to develop your personal and professional accountability in decision making to provide excellent care in partnership with people with learning disabilities, their families/carers and their interdisciplinary team whilst considering social inclusion.
	Compare evidence-based leadership solutions which develop a strength-based approach to enhance teams and manage change in a variety of settings for people with learning disabilities.
	Critically reflect on their strengths and development needs as a leader and future practitioner, evaluating professional interpersonal skills in the supervision of other in learning and assessment.
	Critically reflect on their own impact and evaluate potential risks to health in the delivery of safe, evidence informed high quality complex care for people with learning disabilities, including de-escalation to ensure safe and quality care.
	Critically appraise the underpinning theory and research-based evidence used to support and advise people with learning disabilities to meet their complex holistic health and social needs.
	Debate factors which influence the provision of safe, evidence informed and high-quality care in a range of care settings for people with learning disabilities
	Demonstrate the knowledge and skills to support and deliver safe clinical practice in a range of settings, including excellent numeracy skills related to nursing proficiencies and calculation of medicines.
	Demonstrate professional development and reflective practice in a range of situations, exploring individual knowledge, belief and attitudes as determinants of high-quality nursing care and leadership.

14	Apprenticeship Learning, Teaching and Assessment Strategy (<i>including off the job training</i>)
	<p>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.</p> <p>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.</p> <p>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</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>									
15	Apprenticeship Course Requirements									
15a	<p>Training/Academic Requirements</p> <p>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</p> <p>Level 4: Integrated</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>NUR4031</td><td>What is nursing?</td><td>20</td></tr><tr><td>NUR4032</td><td>Assessing needs and planning care</td><td>20</td></tr></table>	Module Code	Module Name	Credit Value	NUR4031	What is nursing?	20	NUR4032	Assessing needs and planning care	20
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.

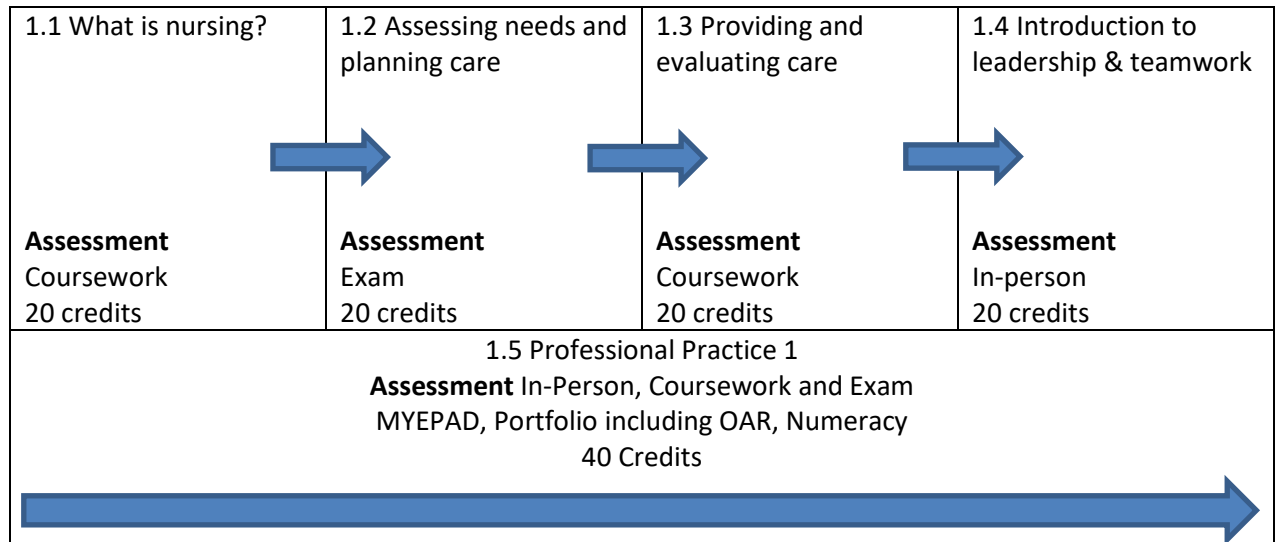
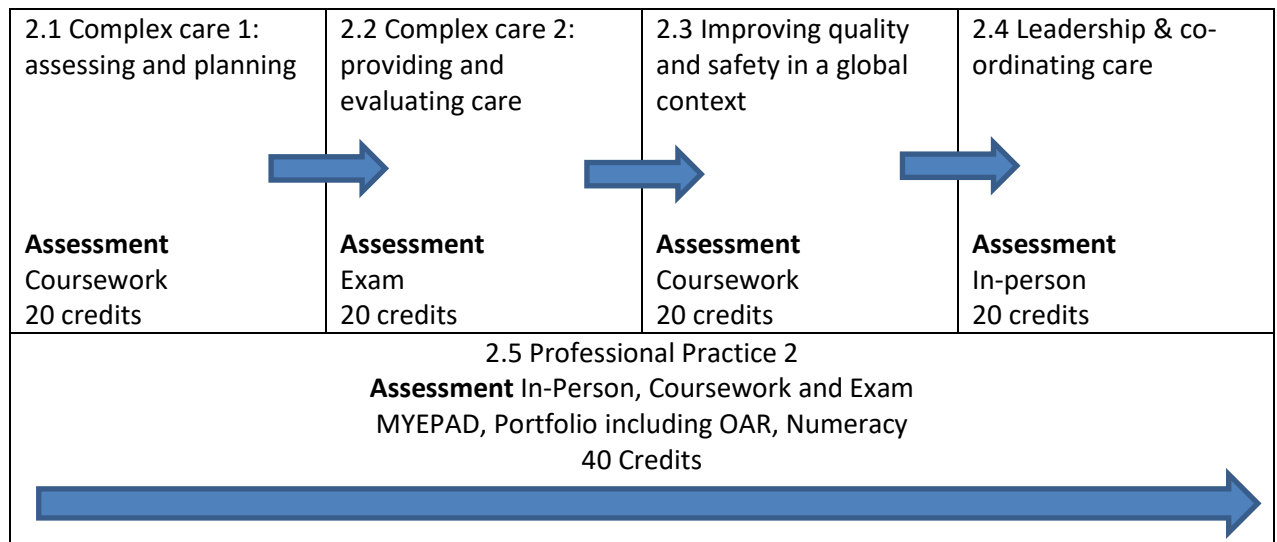
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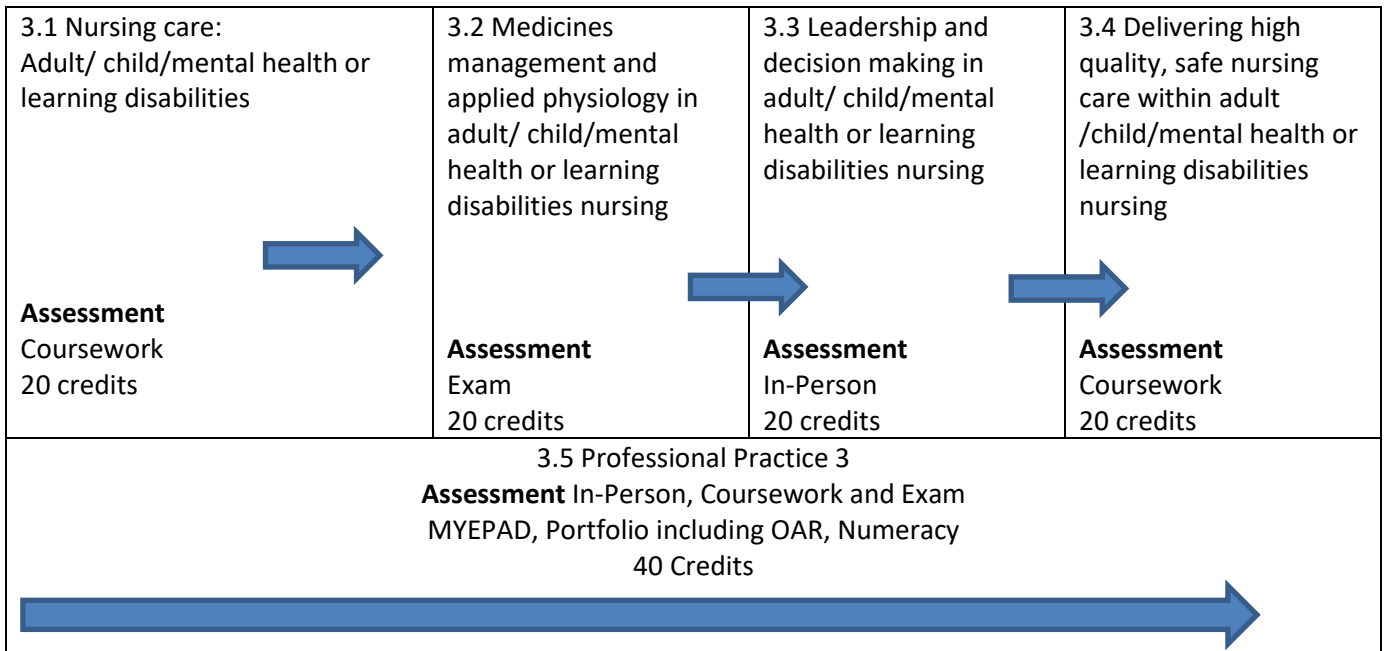
Module Code	Module Name	Credit Value
3.1	Nursing care: adult/ child/Mental Health or Learning Disabilities	20
3.2	Medicines management and applied physiology in adult / child/ mental health or learning disabilities nursing	20
3.3	Leadership and decision making in adult nursing	20
3.4	Delivering high-quality,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

Integrated End Point Assessment: End point assessment is integrated within the apprenticeship meaning EPA starts with the progression award board, at the end of year three, once learners have successfully completed gateway requirements, the End point Assessment Organisation (EPAO) will then ratify results allowing learners to be awarded. Once completed the training provider will submit the required documentation to the NMC, which learners will apply to separately once they achieved a pass, for their registration.

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.

Training/Academic Requirements
Level 4

Level 5

Level 6



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
800 clinical practice hours in Stage 1

Activity	Number of Hours
Scheduled Learning	164
Directed Learning	344
Private Study	292
Total Hours	1600 (includes 800 clinical practice hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	25%
In-Person	25%

Level 5

Workload

16.4% time spent in timetabled teaching and learning activity
800 clinical practice hours in stage 2

Activity	Number of Hours
Scheduled Learning	156
Directed Learning	312
Private Study	332
Total Hours	1600 (includes 800 clinical practice hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%

Exam	25%
In-Person	25%

Level 6

Workload

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

Activity	Number of Hours
Scheduled Learning	152
Directed Learning	280
Private Study	368
Total Hours	1600 (includes 800 clinical practice hours)

Balance of Assessment

Assessment Mode	Percentage
Coursework	50%
Exam	25%
In-Person	25%