

Programme Specification for FdSc Nursing Associate

This document applies to students who commence the programme after
May 2018

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | Not applicable |
| 4. | Final award or awards | FdSc |
| 5. | Programme title | FdSc Nursing Associate |
| 6. | Pathways available and/or Linked Honours Degree progression route/s | BSc (Hons) Nursing (Adult, Children's or Mental Health) BA (Hons) Applied Health & Social Science Top-Up |
| 7. | Mode and/or site of delivery | Taught and Work based learning |
| 8. | Mode of attendance and duration | Full time – 1 taught day per week |
| 9. | UCAS Code | Not applicable |
| 10. | Subject Benchmark statement and/or professional body statement | Foundation Degree Characteristics Statement (QAA 2015) Nursing Associate Apprenticeship Standards Skillsforhealth.org.uk Nursing Associate Curriculum Framework - hee.nhs.uk (HEE 2017) |
| 11. | Date of Programme Specification preparation/ revision | March 2018 |

12. Educational aims of the programme

This innovative and inclusive FdSc Nursing Associate has been developed in response to a number of key policies and drivers, including the *NHS Five Year Forward Plan (2014)*, *Shape of Caring: Raising the Bar (2015)*, Health Education England (HEE, 2017) [Nursing Associate Curriculum Framework](#) and the Skills for Health (2017) [Nursing Associate Apprenticeship Standards](#). It recognises the confirmation by the Nursing and Midwifery Council in January 2017, that this will be a new Regulation nursing role from January 2019.

Health and care settings are experiencing complex challenges, with increasing demand placed on services. There is a need to ensure patients get the right care at the right time and in the right place. Key to this, is building new health and care partnerships, integrating care and developing new roles. The Nursing Associate role is a response to the need to develop the health care support worker role and support the role of the Registered Nurse. It is a role in its own right, sitting at Band 4 of Agenda for Change (*NHS AfC Circular 2016*), acting as a bridge between and complementing, the unregulated health care workforce and the Registered Nurse. It also widens access to further career development as a Registered Nurse. The development and education of Nursing Associates, has required partnership working at a local level between employers in health and care settings and the University. The Nursing Associate role has the potential to make a transformational difference to local health and care provision, helping bolster the local/regional health economy.

In 2016, the government announced that during 2017, 2000 trainee Nursing Associates would begin their studies in 35 test sites; '*pilots*' and '*fast followers*'. UW, as part of the Herefordshire and Worcestershire Partnership is one of the '*fast follower*' sites. These test sites will be subject to on-going monitoring and evaluation, to facilitate the roll out of the Nursing Associate

programme across England as a Higher Apprenticeship. Since the introduction of trainee Nursing Associates, and the government have announced a further 5000 trainee Nursing Associates for 2018, and 7500 for 2019 as a Higher Apprenticeship that will be funded via the Apprenticeship Levy.

The programme is aimed at individuals employed in health and care setting. Therefore, at the heart of the programme, is flexible, authentic work-based learning to develop competent, confident and compassionate Nursing Associates, providing high quality, safe and responsive person-centred care across the lifespan in diverse care setting. Furthermore, Nursing Associates will be able to provide situationally competent care in the context in which they have been educated and employed.

This programme aims to:

1. Develop Nursing Associates who are competent, confident and compassionate, providing high quality, evidence-based, holistic, non-judgemental person-centred care;
2. Ensure students develop the knowledge, skills and attitudes to safely and effectively practice within their parameters of practice to meet the health and care needs of individuals across the lifespan, valuing mental health equally to physical health;
3. Provide opportunity through the integration of work-based learning with theory for students to achieve the eight domains and associated learning outcomes of the [Nursing Associate Curriculum Framework](#) and the [Nursing Associate Apprenticeship Standards](#)
4. Provide authentic work-based learning experiences, theoretical content and creative assessment, that ensures students are fit to practice, to support care delivery across a diverse range of settings, while ensuring they are situationally competent in the context of their employed role;
5. Promote student's interpersonal communication and team-working skills, to facilitate effective partnerships with service users, families, and the wider multi-professional team valuing and responding to their contributions;
6. Develop decision-making, problems-solving and leadership skills to contribute to service improvement and quality enhancement, to promote service user's well-being and experiences of health and care;
7. Promote critically reflective practitioners, utilising contemporary knowledge and evidence to underpin their practice, committed to continuing professional development and lifelong learning.

13. Intended learning outcomes and learning, teaching and assessment methods

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|------------------------------------|
| Knowledge and Understanding |
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| LO no. | | Module Code/s |
|--------|--|--|
| | On successful completion of the named award, students will be able to: | |
| 1. | Debate professional values, standards, protocols, policy and legislation that underpin safe, responsive and effective contemporary practice in health and care; | FDNA1001 FDNA1005 FDNA2103 FDNA2104 |
| 2 | Explore the fundamental principles of the nursing process including assessment, planning, implementation and evaluation of care; | FDNA2103 FDNA2104 FDNA2106 |
| 3 | Describe the structure and function of the human body and its relationship to the health-illness continuum across the lifespan, exploring the implications for health and care practice and health promotion | FDNA1002 FDNA2001 FDNA2106 |
| 4 | Apply theoretical principles to the recognition of and response to, a diverse range of physical and mental health problems, public health concerns and end of life issues; | FDNA2001 FDNA2106 |
| 5 | Relate knowledge of the service user experience to non-judgemental, partnership working | FDNA2001 FDNA2005 |

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| Cognitive and Intellectual skills |
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| 6 | Analyse a range of theoretical concepts and frameworks and apply to work-based learning experiences in a range of contexts | FDNA2103 FDNA2104 |
| 7 | Develop critical thinking skills, to develop and sustain a coherent discussion and conclusion | FDNA2002 FDNA2005 FDNA2106 |
| 8 | Apply critical reflection to develop professional values, beliefs and respect to appreciate the importance of diversity, equality and non-judgmental practice | FDNA2002 FDNA2103 FDNA2104 FDNA2005 FDNA2106 |
| 9 | Apply critical reflection to develop professional values, beliefs and respect to appreciate the importance of diversity, equality and non-judgmental practice. | FDNA2001 FDNA2005 |

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| Skills and capabilities related to employability |
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| 10 | Reflect upon the clinical and care skills, including medication management required for safe and effective care, recognising parameters of practice | FDNA2103 FDNA2104 FDNA2106 |
|----|---|----------------------------------|

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| 11 | Demonstrate professional practice underpinned by the and the Nursing Associate Curriculum Framework and the Nursing Associate Apprenticeship Standards domains and learning outcomes related to knowledge, clinical and care skills and the required attitudes and behaviours | FDNA2103 FDNA2005 |
| 12 | Work as part of a multi-professional team, in partnership with service users and their families to promote health and well-being | FDNA2103 FDNA2104 FDNA2005 |
| 13 | Demonstrate the application of the nursing process in the assessment, planning, delivery and evaluation of care | FDNA2103 FDNA2104 FDNA2106 |
| 14 | Use situational judgement in the provision of care, supporting service improvement, quality enhancement and equitable access to services, to enable individuals to improve, maintain or recover health. | FDNA2103 FDNA2104 FDNA2005 FDNA2106 |

Transferable/key skills

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|----|--|--|
| 15 | Develop effective communication and inter-personal skills for a range of audiences that recognise and respect individual differences and limitations | FDNA1005 FDNA2103 FDNA2104 |
| 16 | Apply numeracy and information technology skills to learning and safe patient care | FDNA1104 FDNA2104 FDNA2005 |
| 17 | Respond to feedback to develop and improve learning | ALL |
| 18 | Develop a critically reflective approach that supports continuing professional development and lifelong learning | FDNA1001 FDNA1104 FDNA1106 FDNA2104 FDNA2106 |
| 19 | Demonstrate the personal qualities and resilience to practice and learn in a range of contexts | FDNA1103 FDNA1104 FDNA1005 FDNA2103 FDNA2104 |

Learning, teaching and assessment

The programme uses the [Nursing Associate Curriculum Framework](#) and the [Nursing Associate Apprenticeship Standards](#) to act as a structure on which to build learning. The eight domains of the of the curriculum document are visited across theoretical, work-based and work-related learning modules:

1. Professional values and parameters of practice
2. Person-centred approaches to care
3. Delivering care
4. Communication and interpersonal skills
5. Team-working and leadership

6. Duty of care, candour, equality and diversity
7. Supporting learning and assessment in practice
8. Research, development and innovation

The integration of the eight domains across the programme highlights the integrated nature of the required outcomes, allowing students to comprehensively develop the required knowledge, skills and behaviours (KSB's)

As students will normally be employed in their primary placement, work-based learning is at the heart of the programme, with learning, teaching and assessment embedded in the work environment. A student focused approach has been adopted, aligning the essential theoretical knowledge, clinical and care skills and the required attitudes and behaviours. The programme is both challenging and motivational, providing a blended and inclusive learning experience, embedded in the real-life work setting, helping support students with diverse learning needs.

Students attend theory sessions one day each week across each semester, where a scenario-based approach, guides learning and assessment strategies, ensuring all learning is centred around real-life situations. Students are taught through a combination of lecturers, seminars, interactive group work, simulation learning and work based learning. Seminars enable the discussion and development of understanding of topics covered in lectures, and simulation learning is focused on developing subject specific skills in a safe environment.

A range of other blended technologies are embedded in the programme including 'Safe Medicate' to facilitate numeracy and medicines management development and clinical skills.net to support clinical and care skill development. With Blackboard used for all modules for directed and e-learning activities including links to 'e-learning for health', which is an e-learning for healthcare packages such as preventing falls in hospital and cultural competence (available at <https://www.e-lfh.org.uk>)

Valuable learning experiences include the use of service users/carers and other professionals in both teaching and assessment strategies. With supportive development of clinical and care skills, occurring in the skills and simulation suite during 10 x 7.5 hours across two semesters simulated learning each academic year.

In addition, meetings with personal academic tutors are scheduled on at least four occasions in each year of the programme. The Personal Academic Tutor will also be responsible for supporting practice learning and will attend two formative reviews each year.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week, students will have around 150 hours (15 credit modules) and 300 hours (30 credit modules) contact hours of teaching. Typically, class contact time will be structured around:

- Lectures

- Tutorial support
- Guided independent study
- Preparation for assessments

Independent self-study

In addition to the contact time, students are expected to undertake around 7.5 hours of personal self-study per week. Typically, this will involve reading, preparation for assessments, e learning activities.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes

- 1 x Principal Lecturer in Nursing,
- 2 x Senior Lecturer in Nursing
- 1 x Associate Lecturer in Nursing

Teaching staff from Nursing and Midwifery also support the teaching where appropriate

Teaching is informed by research and consultancy, and as at Sept 17, 90% of course lecturers have a higher education teaching qualification and 85% are Fellows of the Higher Education Academy.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal 'summative' assessment which is graded and counts towards the overall module grade. It utilises a range of innovative learning, teaching and assessment strategies including a Practice Assessment Document, that formatively and summatively assesses work-based learning competencies. An e-portfolio using Pebble Pad is central to reflective learning and the provision of evidence to demonstrate developing competence. Tables 1 and 2 illustrate assessment requirements for all mandatory modules.

Table 1: Year 1 Summative Assessments

| Module Code | Module Title | Assessment |
|--------------------|---|--|
| FDNA1001 | Professional Values and Academic Skills | Learning Plan Reflective Essay |
| FDNA1002 | Biosciences for Health and Care Practitioners | Written Examination |
| FDNA1103 | The Developing Nursing Associate (work-based learning) | Clinical Practice Assessment Document Individual Oral examination |
| FDNA1104 | Personal and Professional Development in the Practice Environment (work-related learning) | Observed Structured Clinical Examination Numeracy Test |

| | | |
|----------|---|-------------------------|
| FDNA1005 | Communication and Interpersonal Skills | Group Oral Presentation |
| FDNA1106 | Planning and Delivering Person-Centred Care across the Lifespan | Reflective case study |

Table 2: Year 2 Summative Assessments

| Module Code | Module Title | Assessment |
|-------------|---|---|
| FDNA2001 | Promoting Health and Well-Being across the Lifespan | E-poster with supporting paper |
| FDNA2002 | Evidence-Based Contemporary Health and Care | Report |
| FDNA2103 | The Competent Nursing Associate (work-based learning) | Clinical Practice Assessment Document Oral examination |
| FDNA2104 | Personal and Professional Competence in the Practice Environment | Observed Structured Clinical Examination Numeracy Test |
| FDNA2005 | Leadership and Team-Working in Health and Care | Presentation AND Report |
| FDNA2106 | Planning and Delivering Competent Person-Centred Care across the Lifespan | Reflective Care Plan |

14. Assessment strategy

Assessment has been planned across the programme, with a specific emphasis on learning and assessment in authentic work-based environments. Enabling students to develop the skills needed for future employment as a Nursing Associate and the academic skills of higher education.

Assessment is designed to provide students with opportunities to demonstrate their knowledge, clinical and care skills and professional attributes across both the academic and work-based context, to demonstrate safe and effective practice. Both formative (informal and developmental) and summative (formal) assessment strategies are incorporated.

A student-centred combination of assessment strategies is utilised, with all summative assessment constructively aligned to the modular learning outcomes, while ensuring the development of key, transferable, employment skills.

Academic assessment facilitates the integration of theory with professional practice, many draw upon work-based learning experiences or utilise a scenario-based approach.

Summative assessment is developmental, with opportunities for students to develop confidence in the assessment process, with similar assessment strategies appearing in different years of the programme. Assessment activities are illustrated in table 1 and table 2.

Peer assessment, both formative and summative are featured. Formative service user feedback on presentations is also incorporated, who will also play a role in the development of some of the scenarios which form the basis for assessment.

Formal assignment guidance is provided for all assessment activities whether formative or summative. For summative assessments, a comprehensive assignment brief is provided containing explicit assessment criteria, aligned to the learning outcomes clearly indicating what students need to do to complete the assessment successfully.

Formative assessment is featured across the programme. It plays a key role in student learning and achievement and students are strongly advised to engage with all formative activities in order to receive regular feedback on their progress, facilitating self-assessment of their achievement. Formative assessment is closely aligned to summative assessment, increasing student confidence in achievement. Students will receive formative feedback from a number of sources including teaching staff, their Personal Academic Tutor, visiting lecturers and practitioners, service user and carers and from other students. A range of formative strategies are utilised including self-directed, e-learning, in-class activities and tests, practice presentations and tutorial support.

Assessment of work-based learning

As employees in health and care settings, assessment of work-based and work-related learning are central to the achievement of the programme aims and learning outcomes. Work-based learning is aligned to one 30 credit module, running across each of the academic years (FDNA1103 & FDNA2103). Running concurrently to the work-based learning modules, are work-related learning modules, with one 30 credit module, running across each of the academic years. Assessment of FDNA1103 & FDNA2103 is facilitated by a Practice Assessment Document, providing opportunities for the formative and summative assessment of work-based learning across the two years of the programme. It provides a record of progression and achievement in the work environment. The Practice Assessment Document utilises the [Nursing Associate Curriculum Framework](#) and the [Nursing Associate Apprenticeship Standards](#) 8 domains and outcomes, which must be achieved by the end of the programme.

All students are supported in the assessment of their work-based learning by a suitably qualified supervisor/mentor, who supervises the students learning. While the primary responsibility for student assessment rests with the supervisor/mentor, at each formative review of practice the student, supervisor/mentor and Personal Academic Tutor meet to review the students' progress, with the Personal Academic Tutor focusing on the development of the e-portfolio. Formative reviews of work based learning is integral to and supports the summative practice assessment and is mandatory. There will be four formative reviews each year in the primary placement. This promotes robust and consistent arrangement for the assessment of work-based learning.

The assessment of competence via the Practice Assessment Document is pass/fail only. Summative assessment of work-based learning occurs once each year and requires a minimum of 825 hours in primary placement and a minimum of 337.5 hours in an alternative placement attendance for a pass grade to be awarded, with attendance sheets maintained to confirm attendance requirements are met. In year one students must be 'making satisfactory progress' in 75% of the outcomes to pass placement. At the end of year 2 all outcomes must be 'achieved' to demonstrate the required level of competence for professional practice as a Nursing Associate.

Each work-based module (FDNA1103 & FDNA2103) will require students to maintain an e-portfolio on Pebble Pad. This reflective portfolio provides evidence to help support students claim for achievement of their outcomes in their work-based learning modules. It is also used summatively, through an oral presentation where students will be expected to discuss how the

evidence in their e portfolio meets the domains against the domains and outcomes. Students will need to pass both elements of the assessment to pass the module.

Numeracy and medicines management assessment via 'Safe Medicate' is attached to the work-related learning modules (FDNA1104 & FDNA2104) and are pass/fail only with a pass mark of 80% required in both years. Formative assessment opportunities exist to practice 'Safe Medicate' tests. For students struggling to meet the required level of numeracy; support from the module team, practice supervisor/mentor and University study skills sessions exist. To demonstrate and safe and effective practice within the Nursing Associate parameters of practice in the application of clinical skills, an OSCE is also included as a summative assessment with formative opportunities to practice in a simulated environment. Each element of FDNA1104 & FDNA2104 are non-compensatory.

It is recognised that using experiences from work environments in learning and assessment strategies can raise ethical issues, e.g. confidentiality, questioning of work practices. Given the nature of reflective practice and work-based and placement learning, the Institute of Health and Society has specific guidance regarding confidentiality (available in course handbook).

Mapping of assessment strategies to modules can be found in the course handbook.

15. Programme structures and requirements

Programme Structure

The course structure is made of 12 mandatory modules and designed to meet the [Nursing Associate Curriculum Framework](#) and the [Nursing Associate Apprenticeship Standards](#)

The modules attract 4 x 30 Credit Accumulation Transfer (CAT) for levels four and five; and 8 x15 credit modules for level 4 and 5 as indicated in the Award Map

Requirements at level 5

Students must take all the mandatory modules identified above. Students must successfully complete 120 credits in total at level 5.

Foundation Degree Nursing Associate – Award Map

| LEVEL 4 | | | | |
|-------------|---|------------------|--------------------------------------|---|
| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites (Code of Module required) |
| FDNA1001 | Professional Values and Academic Skills | 15 | M | None |
| FDNA1002 | Biosciences for Health and Care Practitioners | 15 | M | None |
| FDNA1103 | The Developing Nursing Associate (work-based learning) | 30 | M | None |
| FDNA1104 | Personal and Professional Development in the Practice Environment (work-related learning) | 30 | M | None |
| FDNA1005 | Communication and Interpersonal Skills | 15 | M | None |
| FDNA1106 | Planning and Delivering Person-Centred Care across the Lifespan | 15 | M | None |

| LEVEL 5 | | | | |
|--------------------|--|-------------------------|---|--|
| Module Code | Module Title | Credits (Number) | Status Mandatory (M) or Optional (O) | Prerequisites (Code of Module required) |
| FDNA2001 | Promoting Health and Well-being across the Lifespan | 15 | M | None |
| FDNA2002 | Evidence-Based Contemporary Health and Care | 15 | M | None |
| FDNA2103 | The Competent Nursing Associate (work-based learning) | 30 | M | None |
| FDNA2104 | Personal and Professional Competence in the Practice Environment (work-related learning) | 30 | M | None |
| FDNA2005 | Leadership and Team-Working in Health and Care | 15 | M | None |
| FDNA2106 | Planning and Delivering Competent Person-Centred Care across the Lifespan | 15 | M | None |

Programme requirements

Students on the programme are employed by health and care organisations as Trainee Nursing Associates. This will be achieved over 2-year period of 45 weeks per year and will comprise of 1687.5 hours each year totalling 3375 hours exclusive of annual leave. Table 1. Illustrates allocation of structured activities.

Table 1. Structured Learning Activities

| Structured Learning Activities | | |
|---------------------------------------|-------------------|-----------------------|
| Taught | Primary Placement | Alternative Placement |
| 615 hours | 2,040 hours | 720 hours |

Student will attend a 1 week induction each year. Theoretical modules require attendance at University one day/week for 12 weeks each semester. Work-based learning modules (FDNA1103 & FDNA2103) take place in the primary and alternative placements with 2 x 7.5 hours each year contact hours allocated to each module. Work - related modules (FDNA1104 & FDNA2104) provide 10 x 7.5 days over 2 semesters (5 in each semester) each year of skills and simulated learning.

Across the programme they will need to complete experiences in placements in hospital, at home and close to home. Their work setting is their primary placement, they will be required to work shifts as required by their employer, as well as accessing learning opportunities as they arise within the setting. They must complete a minimum of 337.5 hours each year in an alternative placement. Alternative placements are allocated over 5 week blocks (maximum 360 hours each year), pre-planned by the work-based learning support team.

As employees of health and care organisations, all sickness and absence must be reported to them, in addition in addition the work based learning support team must be notified and attendance sheets completed. For sickness and absence during theory sessions you must also notify your employer, but also the module lead.

Annual Leave

The programme incorporates 7 weeks annual leave each year. Possible weeks when these can be taken are in the primary placement. Annual leave will be negotiated and approved by the employer in accordance with the contract of employment and the clinical tutor to ensure that achievement of the course outcomes is not compromised.

16. QAA and professional academic standards and quality

The award is located at level 5 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the [Foundation Degree Characteristics Statement](#) (QAA, 2015)

The following key documents have informed the development of this programme:

[Foundation Degree Characteristics Statement](#) (QAA, 2015)

[Nursing Associate Curriculum Framework](#) (HEE, 2017)

[Nursing Associate Apprenticeship Standards](#) (Skills for Health, 2017)

In addition, the programme has taken account of a number of national and local policy drivers including, the *NHS Five Year Forward Plan (2014)*, *Shape of Caring: Raising the Bar (2015)*, *Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values (DH 2016)*, *Operational productivity and performance in English NHS acute hospitals: Unwarranted variations (Carter Report 2016)* and *Herefordshire and Worcestershire Sustainability and Transformation Plan (2016)*.

17. Support for students

Student support is a central element of the Nursing Associate programme and is available from within the Department of Nursing and Midwifery, the Institute of Health and Society and from the wider University. Examples of wider University support are [Student Services](#) and the [Disability and Dyslexia Service](#)

Pre-programme

Students are invited to attend a 'meet and greet' day. This introduces students to the course, the course team, both academic and work-based, learning and teaching methods. Students are measured for their uniforms, have opportunity to meet fellow students and a chance to familiarise themselves with the University.

Induction

There is a comprehensive induction programme incorporating both theory and practice. The first week of the programme provides students with opportunity to meet other students, the teaching team, including Clinical Tutors, Practice Facilitators and their Personal Academic Tutor. Sessions exist on introducing students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, the student union and professional and representative bodies. A cross Trust induction day will be included as part of the induction processes. In addition, at the start of their primary and alternative placements an individual placement induction takes place.

Personal Academic Tutoring

Personal Academic Tutoring is central to supporting students personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to student success.

All students will be allocated a Personal Academic Tutor from within nursing team of lecturers. Opportunity will exist to meet Personal Academic Tutors during induction week, this early introduction is built on by regular meetings across the academic year. The Personal Academic Tutor will also be responsible for supporting practice learning and will attend four Individual Learning Plan reviews each year (individual tutorials) and will also provide one group tutorial at in the induction week to support for the development of the e-portfolio for the work-based learning modules (FDNA1103, FDNA2104). All meetings are formally recorded, both via SOLE and within the students Practice Assessment Document.

Personal Academic Tutors act as the first point of contact for students experiencing problems or concerns arising while at university, offering signposting to wider University support services. They promote the academic and professional development of their tutees and provide the official University reference for their tutees.

Placement support

Prior to commencing their primary placement all students will have a joint Trust induction and preparation for work-based learning sessions. These will include professional responsibilities, expected conduct, introduction to the assessment of work-based learning documentation, policy and guidance. They will also complete an individual placement induction on the first day of their primary and alternative placements. This is documented in the Practice Assessment Document. Students are supervised while completing work-based learning in their primary and alternative placements. Their supervisor/mentor in their primary placement has primary responsibility for supporting and supervising learning experiences, either directly or indirectly. The supervisor/mentor in their alternative placement, will provide written feedback on the students' performance which will contribute towards the overall assessment completed by the supervisor/mentor in their primary placement. Work-based and work-related learning and assessment is further supported by:

- Clinical Tutors
- Practice Facilitators/educators
- Personal Academic Tutor
- Work Based Learning Support Team
- Module leads and academic tutors
- Simulated learning opportunities

Further details related to work-based learning support and assessment are available in the Course Handbook and Practice Assessment Document.

18. Admissions

Admissions policy

This programme is aimed specifically at those currently, or on enrolment, be employed in a health or care setting, with applicants applying via their employing organisation for a trainee Nursing Associate role. They need to be employed in a setting where they can be appropriately supervised by a Registered Nurse within their application supported by the employing organisation.

Currently, the Herefordshire and Worcestershire partnership '*test site*', four NHS Trusts are supporting students to complete this programme: Worcester Health and Care NHS Trust, Worcestershire Acute Hospitals NHS Trust, Wye Valley NHS Trust and 2gether NHS Foundation Trust. It is anticipated that other NHS and Independent providers will support students to complete this programme. It is designed to facilitate those working in these settings to access Higher Education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

Entry Requirements

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and qualifications to the value of 32 UCAS tariff points from minimum of 1 A Level (or equivalent Level 3 qualification) and a maximum of 3 A levels.

Entry requirements for this programme are:

GCSE Grade C/4 (or above) or a Level 2 equivalent in Maths and English

Employed (currently or on enrolment) in a health or care setting, with an identified Trust partner.

Students whose first language is not English must have a minimum standard of English at IELTS 6. **Please note: Prior to progression to the BSc (Hons) Nursing programme, IELTS of 7.0 must be evidenced.**

Students will be required to travel to and from work-based learning settings at their own expense. Students primary placement will be their place of work, each year they will complete two pre-planned, 5 week placements in external settings, to facilitate achievement of the course learning outcomes.

Disclosure and Barring Service (DBS) requirements

Students will be required to complete a Declaration of Offences form at the selection event and will have a new Enhanced Disclosure and Barring Service (DBS) check. Students who are signed up to the DBS update service may not need a new DBS, the University will confirm on an individual basis.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office

(01905 855111). Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Please Note: As a new role, there will be no opportunities for completing RPL, all students must complete the full 2-year programme to be eligible to exit with an FdSc.

Admissions procedures

All applicants apply via their employing organisation, for a trainee Nursing Associate role. There is a national model Trainee Nursing Associate job description available to facilitate this process. Prior to application candidates are advised to discuss their application with their line manager and to gain the support of their employing organisation.

Employers will short-list applicants in partnership with the course team. Short-listed applicants will complete and submit a direct application form to the University of Worcester.

All shortlisted applicants will be required to attend a value based selection event, held in partnership with employers at the University.

Admissions/selection criteria

The selection event involves the course team, practitioners and service users, supported by student ambassadors. The values based selection event will involve 2 stations:

- A group work activity facilitated by a practitioner/academic and a service user, marked using criteria mapped to the 6C's* of nursing (*Compassion in Practice, DH 2012*).
- An individual interview with an academic and practitioner, marked using criteria mapped to the 6C's of nursing

All places are required to have a Disclosure and Barring Service (DBS) clearance which will be undertaken and verified by the university, and Occupational Health Clearance will be undertaken by the employer and verified by the university.

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

19. Methods for evaluating and improving the quality and standards of teaching and learning

An integrated range of strategies will be used by the Nursing Associate course team to monitor, evaluate and improve the quality and standards of learning and teaching:

- National 'test site' sharing progress workshops hosted by Health Education England (2017)
- Health Education England Annual Audit
- Two members from each cohort will be part of the Trainee Nursing Associates National Community of Practice, organised by Health Education England
- Involvement of practice partners, service users, carers and families and students in the development of the Nursing Associate course. They will have on-going involvement in learning, teaching and as applicable in assessment activities
- As a test pilot site, the programme will take part in on-going HEE monitoring and evaluation

- Student evaluation through UW Course Experience Survey and National Student Survey (NSS)
- Annual Evaluation Report
- External examiner for the programme who will have opportunity to visit work-based learning settings, meet students and supervisors/mentors and to review Practice Assessment Documents and e-portfolios
- All primary and alternative placements will have a current learning environment profile (LEP) incorporating risk assessment and confirmation of health and safety requirements
- Informal midpoint and formal, anonymous end of module evaluation by students. Module leaders will provide a formal response and action plan on Blackboard
- Feedback sessions evaluating and reflecting on work-based learning experience. Formal opportunity to anonymously provide online evaluation of work-based learning experiences, which will be shared with practice facilitators, Personal Academic Tutors and supervisors/mentors
- Practice Panel, convened by the course team, with an independent chair, will moderate a selection of Practice Assessment Documents each year and reviews all work-based learning fails to ensure work-based learning principles have been applied
- Each cohort will have two students as academic course representatives provided with training for the role by the student union
- Course Management Committee meetings every semester
- Institute of Health and Society student forum
- Post examination board moderation providing opportunity to reflect on assessment activities, process and assessment marks of identified modules
- Academic team engagement with the University's peer learning scheme
- Members of the teaching team hold University Learning and Teaching Fellowship Status and Fellowship status with the Higher Education Academy
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA and NMC
- Members of the academic team are external examiners
- Staff development activity – including clinically focused courses, doctoral

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#)

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

| Award | Requirement |
|--|--|
| Cert HE Healthcare Studies | To be eligible for the exit award of Certificate in Higher Education in Healthcare Studies, a student must have passed at least 120 credits at Level 4 or higher |
| Foundation Degree FdSc Nursing Associate | 120 credits at Level 4 and 120 credits at Level 5 |

These awards are not classified.

The professional role title of Nursing Associate is linked to successful achievement of the FdSc Nursing Associate. Only graduates with this award title will be eligible for Registration (or similar) with the Nursing and Midwifery Council once this is enacted.

21. Indicators of quality and standards

The Nursing Associate programme will be supported by the academic team involved in teaching the BSc (Hons) Nursing programme. The Herefordshire and Worcestershire Partnership have employed a dedicated Nursing Associate Practice Facilitator/Practice Educator whose role is supported by the wider Practice Facilitator/Educator teams to facilitate student learning in the work setting. 2 Clinical Tutors have also been employed to support clinical skill development in the work-based setting and a project manager to collaborate with the work based learning support team, to facilitate a range of appropriate alternative placements.

A dedicated member of the work based learning support team will provide support for the Nursing Associate programme.

Skills and simulation suite, with a team of skills technicians, with a nursing lead for skills and simulation will support the simulated learning agenda, further supported by a wide range of practitioners supporting the delivery of skills teaching.

University of Worcester, service users/carer group, IMPACT who will support curriculum development, values-based recruitment processes, teaching and assessment across the programme.

Mentor/supervisors in primary placements holding NMC approved mentorship qualifications. Mentor/supervisors in alternative placements will usually be experienced Registered nurses.

Personal Academic Tutors will support the educational development of students within the work-based learning setting. Additionally, they will support the completion of annual Learning Environment Profiles for these placement areas, ensuring placement capacity, health and safety requirements and learning opportunities.

NMC monitoring in 2016 of mentorship and midwifery programmes at the University of Worcester, identified that all standards were met.

National Student Survey for BSc (Hons) Nursing in 2017, had an overall response rate of 76.7% with an overall satisfaction of 90%.

BSc (Hons) Nursing, has high levels of graduate employment, with 98% working or studying 6 months after the end of their studies, with 98% in professional jobs.

22. Graduate destinations, employability and links with employers

Graduate destinations

All student enrolled on the Nursing Associate course, will normally be employed in local health and care environments as a Trainee Nursing Associate. The development of the Nursing Associate course is an employer led course, as the Herefordshire and Worcestershire Partnership, with Worcester Health and Care NHS Foundation Trust being the lead partner. The course has been developed in recognition of the need by the NHS and the Department of Health for a regulated role that provides a bridge between the unregulated health care support worker and the Registered Nurse.

All students who successfully complete the FdSc Nursing Associate will be eligible to apply for an Agenda for Change Band 4 role. All partner Trusts/ health and care employers support the implementation of Band 4 roles. All students who successfully complete the Foundation Degree Nursing Associate will be offered interviews for Band 4 jobs.

Progression to Linked Honours Degree/Top-Up Degree

The identified progression routes to an honours award are:

BSc (Hons) Nursing (Adult, Children's or Mental Health), subject to current NMC regulations which only permit Recognition of Prior Learning of 18 months. Students will be required to submit an internal application and will be formally invited to attend a selection event, following discussion with their Personal Academic Tutor, to identify which field of practice they wish to apply for. The BSc (Hons) Nursing team are integral to the teaching and learning on the FdSc Nursing Associate and will discuss progression to the BSc (Hons) Nursing programme with all Nursing Associate students to explain the requirements of the programme.

BA (Hons) Applied Health & Social Science Top-Up, aims to prepare students for a dynamic work environment, where service user well-being can be dependent on integrated health, care and welfare. It facilitates future careers in a range of operational contexts including; care leaver services, advice and guidance services, preventative health, care and welfare services, housing support services, social enterprise.

Student employability

All students are employed at the start of the course as a Trainee Nursing Associate. As a work-based learning course, embedded in authentic working environments, the FdSc Nursing Associate prepares students to become competent, confident and compassionate Nursing Associates. With the knowledge, clinical and care skills and associated attitudes and behaviours to provide safe, responsive and effective person-centred care.

Links with employers

The Institute of Health and Society has excellent working relationships with its practice partners, which have been commended by a number of organisations including the NMC, HEE and External Examiner reports. The Herefordshire and Worcestershire Partnership, has led the development of this '*test site*' FdSc Nursing Associate at the request of HEE and this will continue for future Trainee Nursing Associate programmes. This is a new collaboration, formed from existing partners across Herefordshire and Worcestershire, which mirrors the Sustainability and Transformation Plan (STP) footprint. It involves a range of organisations across the STP:

- Worcester Health and Care NHS Trust
- Worcestershire Acute Hospital NHS Trust*
- 2gether NHS Foundation Trust*
- University of Worcester
- Wye Valley NHS Trust*
- St. Richards Hospice
- Worcestershire North and South Clinical Commissioning Groups
- Taurus Healthcare, Hereford GP Federation

*Trusts supporting students to complete the FdSc Nursing Associate programme, the remaining partners are placement providers/HEI. All are committed to supporting students on the programme to meet all its requirements.

The new role is supported by NHS England, Public Health England and NHS Improvement and is funded by HEE. It will provide a role to create a bridge between health care assistants and Registered nurses, with providing safe, effective care at the heart of the role, as well a widening access to Registered nurse career pathways.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.