

## Specification for the Higher Degree Apprenticeship

**This document applies to Academic Year 2024/25 onwards**

The Specification for Higher Level or Degree Apprenticeships should be read as a companion document to the Programme Specification for the academic award linked to the apprenticeship.

|           |  |   |
|-----------|--|---|
| <b>1.</b> | <b>Apprenticeship title</b>                                      | Foundation Degree Nursing Associate (Apprenticeship)  |
| <b>2.</b> | <b>Qualifications</b>  | FdSc & Apprenticeship   |
| <b>3.</b> | <b>Level</b>   | Level 5   |
| <b>4.</b> | <b>Professional registration</b>                                 | On successful completion of the programme Nursing Associate students will be eligible to apply for registration with the Nursing and Midwifery Council  |
| <b>5.</b> | <b>Duration</b>  | 2 years   |
| <b>6.</b> | <b>Managing institution/Main Provider</b>                        | University of Worcester   |
| <b>7.</b> | <b>Teaching institution(s)</b>                                   | University of Worcester<br>Dudley College   |
| <b>8.</b> | <b>Apprenticeship Standard and Number</b>                        | Nursing Associate (NMC 2018). ST0827  |
| <b>9.</b> | <b>Date of Apprenticeship Specification preparation/revision</b> | May 2019, AQU October 2019<br>August 2020 S17 QAA benchmark links updated<br>September 2020 change to personal academic tutor/academic assessor role<br>March 2021 Appendix updated (Award map)<br>April 2021 wording regarding DBS revised<br>July 2021 changes to EPA and hours<br>August 2021 – AQU amendments<br>August 2022 – ESFA changes<br>December 2022- module code changes<br>July 2023- CMAS module assessment changes<br>August 2023 – updated programme spec link added<br>February 2023 – updated for Dudley College<br>July 2024 – CMAS changes |

### 10. Distinguishing features of the apprenticeship

Higher level / Degree Apprenticeships combine higher education study and work-based/work-integrated learning to enable apprentices to achieve a higher-level award (e.g. a Foundation Degree, Bachelors or master's qualification) whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Higher level/Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

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

The current Foundation Degree Nursing Associate is mapped against the Nursing and Midwifery Council (NMC) (2018) [Standards of Proficiency for Nursing Associates](#). The standards of proficiencies and associated skills for nursing associate's outcome statements are integrated within 6 platforms, Annexe A and Annexe B. The six NMC (2018) platforms spiral across the curriculum, supporting the construction of new knowledge:

1. Being an accountable professional
2. Promoting health and preventing ill-health
3. Providing and monitoring care
4. Working in teams
5. Improving safety and quality of care
6. Contributing to integrated care

Annexe A: Communication and relationship management skills  
Annexe B: Procedures to be undertaken by the nursing associate.

The [Apprenticeship Standard for Nursing Associate \(NMC 2018\)](#) outlines 10 occupational duties of the nursing associate role;

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

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

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

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

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

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

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

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

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

**Duty 10:** Support and supervise others in the care team

The occupational duties and associated knowledge, skills and behaviours (KSB's) are aligned to each occupational duty and cover the [NMC \(2018\) Standards of Proficiency for Nursing Associates](#). Successful completion of all modules will meet the education requirements for eligibility to register with the NMC. This programme will be structured on the Foundation

Degree Nursing Associate and mapped to the [Apprenticeship Standard for Nursing Associate \(NMC 2018\)](#)

## 11. Occupational Profile

An employee in this occupation will be responsible for providing care for people of all ages and from different backgrounds, cultures and beliefs. They must be able to care for people in their own home, in the community or hospital or in any care settings where their needs are supported and managed. All nursing associates will work as part of a team but on a day to day basis they may be working alone when seeing people in their own homes or in the community. They work in the context of continual change, challenging environments, different models of care delivery, an older and more diverse population, innovation and rapidly evolving technologies. Increasing integration of health and social care services will require nursing associates to negotiate boundaries and play an important role in multidisciplinary teams. The confidence to apply knowledge and skills and provide evidence based, direct nursing care therefore lies at the centre of all nursing associate practice.

Nursing associates must be emotionally intelligent and resilient individuals, able to manage their own personal health and well-being, recognise boundaries of their practice and know when and how to access support.

The job title of the Nursing Associate is a protected title and may only be used by someone on the Nursing and Midwifery Council register.

## 12. Admission Requirements

### Work-related entry requirements

Under UK Government requirements, Higher Level apprentices are normally employed for a minimum of 30 hours per week and must have the right to live and work in the UK and spend at least 50% of their working hours in England over the duration of the apprenticeship. As a full time, programme, normally nursing associate students (apprentices) are required to work 37 hours per week. The structure and delivery of the programme will support those who work a minimum of 30 hours which will meet the UK Government and NMC requirements.

All candidates must be employed in a health or care setting by a NHS Trust or Independent Provider in a healthcare role and be sponsored by their employer. The support of the employer is articulated in an Apprenticeship Agreement. Applications can only be made through the sponsoring employer.

The University will consider all such applications and will have the final decision whether to accept individuals based on whether they meet the minimum entry requirements for the academic programme as stipulated below.

### Academic entry requirements

The academic entry requirements are as stipulated in the approved Programme Specification for the academic award. These are as follows:

- 32 UCAS tariff points from either
  - 1 A Level (minimum Grade C) or max of 3 A levels;
  - BTEC National Diploma;
  - Access to HE Diploma's (45 credits at level 3);

- or other equivalent Level 3 qualifications (including NVQ Level 3).
- GCSE Grade C/4 (or above) or a Level 2 equivalent in Maths and English (Language or Literature is accepted)
- Evidence of recent academic or work-related study (within 5 years).
- Nursing associate students (apprentices) whose first language is not English must have a minimum standard of English at IELTS Level 6.0 (with no less than 5.5 in any component). Other equivalent English qualifications will be considered (see [UW Language Requirements and Support](#))

See [UW Admissions Policy](#) for other acceptable qualifications.

Nursing Associate apprentices will be required to travel to and from work-based learning settings at their own expense. Nursing associate apprentices primary placement will be their place of work (placement 1). Each year they will complete one pre-planned eleven-week placement (placement 2) in an external practice placement, to facilitate achievement of the course learning outcomes and the KSB's of the apprenticeship standard.

***Please note: To be eligible to undertake the end point assessment, Nursing Associate apprentices must evidence GCSE Grade 4/Level 2 equivalent in Maths and English.***

**Disclosure and Barring Service (DBS) and Occupational Health requirements** Nursing associate apprentices will be required to complete a Declaration of Offences form at the recruitment event. Apprentices will be required to demonstrate good health and character sufficient to ensure safe and effective practice. This includes confirmation of a satisfactory enhanced DBS and occupational health clearance from the apprentices employing organisation. These will be verified by the University.

#### **Admissions/recruitment procedures**

All applications are via their employer, who may offer the choice to study at University of Worcester or Dudley College.

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 and select for interview. All shortlisted applicants are required to complete an initial needs assessment (INA) of the KSB's in partnership with their line manager to identify their starting point, any RPL and if the apprenticeship is appropriate for the applicant. All shortlisted applicants will be required to attend a values-based selection event, held in partnership with employers and service users at the University.

#### **Recruitment criteria**

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

- An individual interview with an academic and practitioner (employer), using interview questions developed in partnership with people who use services and mapped to the 6C's of nursing

Successful applicants will then be required to complete and submit an online application form to the University of Worcester.

Prior to enrolment, apprentices, the employer and the university are required to complete a University Training Plan which will be completed electronically.

### 13. Structure of the apprenticeship

The Nursing Associate apprenticeship incorporates the NMC approved FdSc Nursing Associate programme. In line with NMC requirements, the apprenticeship is 104 weeks (2 years) long

**Table 1: Apprenticeship weeks**

| Year         | Programme weeks                     | Holiday                                | Total     |
|--------------|-------------------------------------|--|-----------|
| Year one     | 45 weeks (inc 4 reassessment weeks) | 7 weeks pre-planned university holiday | 52 weeks  |
| Year two     | 45 weeks (inc 4 reassessment weeks) | 7 weeks pre-planned university holiday | 52 weeks  |
| <b>Total</b> | 90 weeks                            | 14 weeks                               | 104 weeks |

### Nursing and Midwifery Council requirements

The FD Nursing Associate complies the NMC (2018) [Standards for pre-registration nursing associate programmes](#) requirements of a minimum of 2300 hours of theoretical and practice learning education, provides an equal balance of theory and practice learning (work-based learning) hours and the requirements for protected learning time.

### Protected Learning Time

The NMC require Nursing Associate apprentices completing a work-placed learning route, to have protected learning time. This is designated time to support nursing associate apprentices learning will be allocated to theory and practice learning. For the FD Nursing Associate programme, the number of PLT hours equates to 2448 hours and are an equal balance of theory and practice hours.

The NMC require apprentices to have protected learning time, as follows:

- Are released for at least 20% of the FD Nursing Associate programme for academic study
- Are released for at least 20% of the FD Nursing Associate programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- Protected learning time must be assured for the remainder of the required FD Nursing Associate programme hours

**Table 2 & 3** illustrates breakdown of hours of theory and practice learning, and requirements for protected learning time for theory and practice learning.

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

| Year and Level   | 20% of programme for academic study                            | 20% of programme for external practice placements | Protected learning time for remainder of required programme hours (60%)   |                               |
|------------------|--|---|---|-------------------------------|
|                  |  |   | Practice  | Theory                        |
| One L4           | 247.5 hours taught (Induction, taught days and directed study) | 247.5 hours                                       | 302.5 hours primary placement Including <ul style="list-style-type: none"> <li>• 37 hours EPLD</li> <li>• 74 hours Simulated Practice Learning</li> </ul> | 352.5 hours independent study |
| Two L5           | 247.5 hours taught (Induction, taught days and directed study) | 247.5 hours                                       | 302.5 hours primary placement Including <ul style="list-style-type: none"> <li>• 37 hours EPLD</li> <li>• 74 hours Simulated Practice Learning</li> </ul> | 352.5 hours independent study |
| <b>PLT Hours</b> | <b>495 hours</b>   | <b>495 hours</b>                                  | <b>753 hours</b>  | <b>705 hours</b>              |

**Table 3: Total Protected Learning Time**

| Theory                              |           | Practice                              |           |
|-------------------------------------|-----------|---------------------------------------|-----------|
| <b>20% PLT academic study</b>       | 495 hours | <b>20% PLT external placements</b>    | 495 hours |
| <b>30% remainder PLT for theory</b> | 705 hours | <b>30% remainder PLT for practice</b> | 753 hours |
| <b>1200 hours</b>                   |           | <b>1248 hours</b>                     |           |
| <b>2448 hours</b>                   |           |                                       |           |

**Protected Learning Time Activities in Practice Learning**

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

- Supervised practice learning (work-based learning) activities supported by the practice supervisor and/or practice assessor
- Coaching through the Student Coaching in Practice (SCiP) model
- External placements (247.5 hours per year)
- Spoke days in both primary and external placement
- Skills and simulation (74 hours per year)
- Enhancement days (37 hours per year)
- Mandatory Training
- Clinical workshops and updates

Protected Learning time for theory will be monitored in line with the UW [Student Attendance Policy](#) and within an apprentice learning log.

Practice learning (work-based learning) in both primary and external practice placements will be monitored through recording of practice learning (work-based learning) hours (protected learning time) using electronic timesheets and within the Ongoing Achievement Record

(OAR) of the England Nursing Associate Practice Assessment Document. They are monitored via the Individual Learner Progress review (ILPR).

### Apprenticeship Requirements

Throughout the programme and to complete the apprenticeship programme, nursing associate apprentices must participate in training, development and on-going review of activities which are incorporated into the structure and delivery of this programme.

The requirements for this apprenticeship will follow the academic programme as articulated in the programme's award map and programme requirements (see Annexe 1). Therefore, the NMC Protected Learning Time requirement for the apprenticeship satisfies the Apprenticeship Funding Bodies, the Education and Skills Funding Agency (ESFA) requirement of an equivalent of 6 hours per week 'off the job' learning over the duration of the apprenticeship.

FD Nursing Associate Apprenticeship programme protected learning time consists of all taught elements, independent study (preparation for formative and summative assessments), external placement hours, skills and simulated learning, enhanced practice learning days and PLT in the primary placement (see table 2 above)

**Table 4** demonstrates the relationship between the 'off the job' structured learning activities/protected learning hours and the total requirements of the Nursing Associate apprenticeship.

**Table 4. Structured Learning Activities/ Hours across the Apprenticeship**

| 'On the Job' Learning*  | 'Off the Job' Learning (PLT)                  |  |
|---|---|--|
|   | Theory  | Practice   |
| Working in placement of employment including holidays (not PLT) |   |  |
| 1452 hours  | <b>1200 hours</b>                             | <b>1248 hours</b>  |
|   | 420 hours (theory)<br>705 (Independent Study) | 495 hours (external placement)<br>753 hours (primary placement, EPLD, simulated practice learning) |
| <b>37%</b>  | <b>2448 hours (63%)</b>                       |  |

*\*based on 37.5 hour/week*

Nursing Associate apprentices must have external practice placements (minimum of 460 hours across the FD Nursing Associate programme) outside of the normal workplace (the primary placement) in order to demonstrate breadth of experience across settings and achieve the specific learning outcomes of the programme and KSB's of the apprenticeship standard. One external practice placement (11 weeks) is allocated each year (247.5 hours) totalling a maximum of 495 hours across the programme.

The modular delivery pattern for the FD Nursing Associate and apprenticeship is available at Annexe 1.

## 14. Knowledge, skills and behaviours

The knowledge, skills and behaviours (KSB's) of this [Apprenticeship Standard for Nursing Associates \(NMC 2018\)](#) are integrated across the programme and are fully mapped against the NMC (2018) [Standards of Proficiency for Nursing Associates](#). There is a total of 90 KSB's (K=43, S=44, B=3) and specific KSB's are aligned to individual occupational duties of the nursing associate role and are summatively assessed within the modules (see Annexe 3).

The following documents show how each of the KSB's are fully mapped against the NMC platforms and proficiencies and associated skills annexe A and B.

*Mapping of Practice Learning to NMC (2018) Standards of Proficiencies for Nursing Associates and Institute of Apprenticeships and Technical Education Nursing Associate (NMC 2018) Apprenticeship Standard KSB's*

*Mapping of Modules to NMC (2018) Standards of Proficiencies for Nursing Associates and Institute of Apprenticeships and Technical Education Nursing Associate (NMC 2018) Apprenticeship Standard KSB's*

## 15. Learning and teaching

The purpose of the Higher Level Apprenticeship is to develop the KSB's of the [Apprenticeship Standard for Nursing Associate \(NMC 2018\)](#) in order to enable them to develop successful careers in healthcare and social care sector. Nursing associate students (apprentices) will study the same modules as the Foundation Degree Nursing Associate programme (see Programme Specification (p5 and 11) and Annexe 1 (of this document).

### Teaching

To meet the NMC requirements of a minimum of 20% FD Nursing Associate programme protected learning time for academic study, there is a total of 247.5 hours of theory each year. This comprises of 37.5 hours for induction week, 24 x 7.5 hours per week (180 hours) of taught theory sessions (12 weeks each semester) and an additional 4 x 7.5 hours (30 hours) directed study days each year which are illustrated on the programme planner (see section 13, table 1). The directed study days are additional theory days but will not require attendance to university.

### Personal Academic Tutoring and Individual Learner Progress Reviews (ILPR)

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

Nursing Associate apprentices will have a named [Personal Academic Tutor](#) for the whole of the programme. Personal Academic Tutor will also normally act as the students' Academic Assessor in either year one or year two. Students will be allocated a different Academic Assessor for each year (Part). The Personal Academic Tutor and Academic Assessor will be members of the academic staff who are also a Registered Nurse.

Personal Academic Tutors will act as the first point of contact for nursing associate students (apprentices) experiencing problems or concerns arising while at university, offering signposting to wider University support services. They promote the academic and professional



development for their apprentices and provide the official University reference for their apprentices. Apprentices are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice.

While it is unlikely, apprentices can request a change of Personal Academic Tutor (or vice versa), This is usually possible by the completing a 'change of tutor' form, available on Blackboard, which is forwarded to the Course Lead, at whose discretion the change may be permitted.

Opportunities will exist to meet Personal Academic Tutors during induction week, this early introduction is built on by regular meetings across the academic year. During induction week, the Personal Academic Tutor will also provide one group tutorial to support the development of their e-workbook for the Essential Skills and Nursing Associate Practice (work-based learning) modules (FDNA1201, FDNA2201).

Individual Learner Progress Reviews (ILPR's) with the university, employer and apprentice are a requirement of all Higher-Level Degree Apprenticeships to monitor learning, ongoing progress and achievement. For this programme, the ILPR will be undertaken in the primary placement or the university by the Apprenticeship Education Facilitator/Manager (or Personal Academic Tutor), nursing associate apprentice and the employer (who will normally be their line manager or practice supervisor/practice assessor). Quarterly monitoring (which is scheduled in the programme planner) will track individual progress and achievement against the ILPR proforma, the e-workbook, and ensure protected learning time hours are being met.

All Personal Academic Tutor meetings are formally recorded, via SOLE.

Individual Learner Progress Reviews (ILPR) forms are uploaded electronically to the individual apprentices' electronic folder.

**See Annexe 2 for breakdown of hours allocated to aspects of the apprenticeship.**

## **16. Assessment**

Higher level Apprenticeships incorporate a set of specific assessment points in relation to apprenticeship assessment. These involve the following stages:

### **Delivery of training, development and assessment and review activities (On programme)**

**Knowledge, skills and behaviours:** The Foundation Degree Nursing Associate (Apprenticeship) provides an integrated approach to developing and assessing the KSB's aligned to the occupational role of the nursing associate. All modules are aligned to, and assess the [NMC \(2018\) Standards of Proficiency for Nursing Associates](#) and the KSB outcomes in the [Apprenticeship Standard for Nursing Associate \(NMC 2018\)](#) (see annexe 3). The KSB's have been fully mapped to the NMC standards of proficiencies for practice modules (see section 14).

### **Assessment of Practice Learning – NMC requirements**

There are two practice learning (work-based learning) placements each year. The primary placement will be in the nursing associate students (apprentices) place of work. An 11-week (22.5 hours/week PLT) external placement will be allocated in Semester 2. They will be supported and assessed in each practice setting using the England Nursing Associate Practice

Assessment Document (NAPAD). There is one document per Part (with a Part equating to a year). There is an ongoing achievement record (OAR) and guidance document. These are mapped to the nursing associate proficiencies and skills annexes and the KSB's of the apprenticeship standard. All proficiencies and KSB's are generic in nature and must be achieved by all nursing associates at the point of professional registration and prior to registering for the end point assessment.

Nursing associate apprentices will be supported in each practice setting by a practice supervisor and practice assessor to achieve the proficiencies and skills. Each nursing associate apprentice will also be allocated an Academic Assessor for each part (year) of the programme, who will normally be their Personal Academic Tutor for either year one or year two. The England NAPAD contains all the formative and summative elements of the assessment process, including professional values, proficiencies, skills, medicines management and episodes of care. The England NAPAD is pass/fail only, with the summative assessment taking place at the end of each year.

Nursing associate apprentices are required to complete a minimum of 624 practice learning (work-based learning) hours per year (all PLT). The hours per year are identified in the Essential Skills for Nursing Associate Practice module specifications (FDNA1201 & FDNA2201). All protected learning hours for practice must be recorded in the England NAPAD, which facilitates the recording on the nursing associate student (apprentice) training record by the Placement Learning Support team.

### **End Point Assessment – Apprenticeship Standard requirements**

The Nursing Associate (2018) Apprenticeship standards' End Point Assessment (EPA) is fully integrated. The EPA will use the assessment arrangements for the FdSc Nursing Associate.

As Nursing Associates they are subject to statutory regulation by the NMC, which requires them to set programme requirements that support the achievement of the KSB's of the occupational standard. This ensures that on successful completion of the programme, nursing associates are eligible to register with the NMC. To deliver the integrated EPA, UW who is a NMC approved AEI, is also the end point assessment organisation (EPAO). The EPA period should only start, and the EPA be arranged, once the employer and UW is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements for EPA have been met. It is expected that the gateway will be reached on completion of the final qualification module and before the AEI's examination board. The EPA period is expected to last a maximum of one month beginning when the apprentice has passed the EPA gateway.

The EPA will determine the overall apprenticeship standard and grades of:

- fail
- pass

### **Gateway to end point assessment**

- Apprentice has met the knowledge, skills and behaviours
- Employer and UW are satisfied that the apprentice has consistently demonstrated they meet the KSBs of the occupational standard
- The apprentice has achieved English and mathematics at Level 2
- The apprentice has completed all required modules, taking into account any RPL, of the FdSc Nursing Associate programme, which includes the mandatory protected learning time and a minimum 460 hours of external practice placements

- The Practice Assessment Document (PAD) is completed and signed-off by the apprentices' practice and academic assessor

The EPA starts with exam board and finishes when UW:

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

The apprentice is not required to carry out any additional assessments, but all apprentices will complete FDNA2204: End Point Assessment Gateway for Nursing Associate Apprentices. This is a mandatory zero credited module.

The exam board must be constituted in line with UW's academic assessment regulations and must have an external examiner present when considering achievement of the NMC approved qualification. Independence of the EPA will be assured through:

- the examination board, which will include the external examiner, being responsible for the final decision on the award of the qualification that confirms the apprentice has met the education outcomes required for registration with the NMC.
- the end-point assessment organisation (UW) will conduct the EPA.

The apprenticeship standard requires UW to appoint external examiners who meet the NMC and external quality assurance provider's recommendations for external examiners. As a minimum the external examiner must:

- understand the standard and assessment plan
- be a nurse or nursing associate registered with the NMC
- comply to the requirements of the EPAO (UW)
- be independent of the apprentice, the EPAO (UW) or employing organisation who are involved in delivering the apprenticeship

***Annexe 4: Outlines the relationship between the On-programme activity, gateway process and EPA.***

**Re-sits and re-takes**

In-line with the EPAO's (UW) procedures.

**Reasonable adjustments**

The EPAO (UW) must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment decisions outlined in this EPA plan.

Further details are found in the Further details are found in the [End-point assessment plan for Nursing associate fully integrated apprenticeship standard](#) (IA&TE 2021).

***Annexe 5: provides an overview of the process for managing nursing associates EPA***

**Reference points**

The following reference points were used in designing the apprenticeship:

The award is located at level 5 of the FHEQ and is constructed to enable apprentices to demonstrate knowledge and competencies as detailed in the [Foundation Degree Characteristics Statement](#) (QAA, 2020)

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

- [Apprenticeship Standard for Nursing Associate \(NMC 2018\)](#)
- [End-point assessment plan for Nursing associate fully integrated apprenticeship standard](#) (IA&TE 2021).
- [NMC \(2023\) Part 1: Standards framework for nursing and midwifery education](#)
- [NMC \(2023\) Part 2: Standards for student supervision and assessment](#)
- [NMC \(2023\) Part 3: Standards for pre-registration nursing associate programmes](#)
- [Standards of proficiency for nursing associates](#) (NMC, 2018)
- [Foundation Degree Nursing Associate. Programme Specification](#)

| <b>Annexe 1: Delivery pattern for the apprenticeship</b> |   |   |   |
|--|---|---|---|
| <b>Year 1 Semester 1 (Level 4)</b>                       |   |   |   |
| <b>Module Code</b>                                       | <b>Module title (and credit value) 'Off-the- job' academic learning (PLT)</b> | <b>'Off- the job' theory and work-based activities (PLT)</b>  | <b>'On the job' activities (not PLT)</b>  |
| <b>NURS1005</b>  | Communication and Professional Values (15 credits)                            | Appropriate relevant practice learning (work-based learning) experience<br>Independent and guided study and preparation for formative and summative assessments<br>Group-work           | Learning activities undertaken while working in their role as a trainee nursing associate |
| <b>NURS1002</b>  | Human Anatomy and Physiology for Person-Centred Care (15 credits)             | Appropriate relevant practice learning (work-based learning) experience<br>Independent and guided study and preparation for formative and summative assessments                         | Learning activities undertaken while working in their role as a trainee nursing associate |
| <b>FDNA1201</b>  | Essential Skills and Nursing Associate Practice 1 (60 credits)                | Practice Learning (work-based-learning)<br>Primary and External Placement Nursing Associate Clinical Practice Assessments Recorded in eNAPAD. EPLD and simulated practice learning days | Learning activities undertaken while working in their role as a trainee nursing associate |
| <b>Year 1 Semester 2 (Level 4)</b>                       |   |   |   |
| <b>NURS1006</b>  | Promoting Health and Well-being across the Lifespan (15 credits)              | Appropriate relevant practice learning (work-based learning) experience<br>Independent and guided study and preparation for formative and summative assessments<br>Group-work           | Learning activities undertaken while working in their role as a trainee nursing associate |

| Year 1 Semester 2 (Level 4) continued |  |  |   |
|---------------------------------------|--|--|---|
| <b>FDNA1201</b>                       | Essential Skills and Nursing Associate Practice 1 (60 credits) | Practice Learning (work-based learning) Primary and External Placement Nursing Associate Clinical Practice Assessments recorded in eNAPAD EPLD and skills days                       | Learning activities undertaken while working in their role as a trainee nursing associate |
| <b>FDNA1202</b>                       | Principles of Nursing Associate Practice (15 credits)          | Appropriate relevant practice learning (work-based learning) experience Independent and guided study and preparation for formative and summative assessments Reflective case studies | Learning activities undertaken while working in their role as a trainee nursing associate |

| Year 2 Semester 1 (Level 5)           |   |  |   |
|---------------------------------------|---|--|---|
| Module Code                           | Module title (and credit value) 'off-the-job' academic learning (PLT) | 'Off- the job' theory and work-based activities (PLT)  | 'On the job' activities (not PLT)   |
| <b>NURS2001</b>                       | Evidence-Based Practice for Health and Care (15 credits)              | Appropriate relevant practice learning (work-based learning) experience Independent and guided study and preparation for formative and summative assessments Searching the evidence    | Learning activities undertaken while working in their role as a trainee nursing associate |
| <b>FDNA2201</b>                       | Essential Skills and Nursing Associate Practice 2 (60 credits)        | Practice Learning (work-based learning) Primary and External Placement Nursing Associate Clinical Practice Assessments Reflective E-workbook EPLD and simulated practice learning days | Learning activities undertaken while working in their role as a trainee nursing associate |
| Year 2 Semester 1 (Level 5) continued |   |  |   |

| Module Code                        | Module title (and credit value) 'off-the-job' academic learning (PLT) | 'Off- the job' theory and work-based activities (PLT)  | 'On the job' activities (not PLT)   |
|------------------------------------|---|--|---|
| <b>FDNA2202</b>                    | Developing Integrated Person Centred Care (30 credits)                | Appropriate relevant practice learning (work-based learning) experience<br>Independent and guided study and preparation for formative and summative assessments<br>Reflective case studies         | Learning activities undertaken while working in their role as a trainee nursing associate |
| <b>Year 2 Semester 2 (Level 5)</b> |   |  |   |
| <b>FDNA2201</b>                    | Essential Skills and Nursing Associate Practice 2 (60 credits)        | Practice Learning (work-based learning)<br>Primary and External Placement Nursing Associate Clinical<br>Practice Assessments Recorded in eNAPAD EPLD and simulated practice learning days          | Learning activities undertaken while working in their role as trainee nursing associate   |
| <b>FDNA2202</b>                    | Developing Integrated PersonCentred Care (30 credits)                 | Appropriate relevant practice learning (work-based learning) experience<br>Independent and guided study and preparation for formative and summative assessments<br>Reflective case studies         | Learning activities undertaken while working in their role as a trainee nursing associate |
| <b>FDNA2203</b>                    | Working in Teams in Health and Social Care (15 credits)               | Appropriate relevant practice learning (work-based learning) experience<br>Independent and guided study and preparation for formative and summative assessments<br>Group and team based activities | Learning activities undertaken while working in their role as a trainee nursing associate |

### Year 2: On completion of FdSc Nursing Associate – End point assessment gateway

**End Point Assessment Gateway Requirements** are contained in FDNA2204: End Point Assessment Gateway for Nursing Associate Apprentices (zero credits, mandatory):

- Apprentice's employer and university are satisfied that the apprentice has consistently demonstrated they meet the knowledge, skills and behaviours associated with the apprenticeship standard.
- Evidence that the apprentice has achieved English and mathematics at Level 2 (or equivalent).
- Evidence a minimum of 20% off the job training has taken place within the apprentices normal working hours which must include evidence of completion of all mandatory protected learning time.
- Evidence of completion of a minimum 460 hours of external practice placements.
- Evidence completion of the minimum duration required for apprenticeships

The Practice Assessment Document (PAD) is completed and signed-off by the apprentices' practice and academic assessor (FDNA2201)

Completed all required modules (taking into account any Recognition of prior learning (RPL)) of the foundation degree approved by the NMC in line with the requirements specified in the Nursing Associate Programme Standards (NMC 2018)

### Year 2: On completion of FdSc Nursing Associate – End point assessment

#### End Point Assessment Requirements:

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

The EPA starts with exam board and finishes when UW:

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

Independence of the EPA will be assured through:

- the examination board, which will include the external examiner, being responsible for the final decision on the award of the qualification that confirms the apprentice has met the education outcomes required for registration with the NMC.

Normally 24 months from commencement of apprenticeship

EPA period should be a maximum of one month



## Annexe 2: Breakdown of hours allocated to aspects of the apprenticeship

| Year of course | Taught and scheduled Learning and Teaching Activities (off the-job – programme PLT)   | Other KSB offthejob learning  | Work based learning (on-the- job)   | Directed learning activities (Portfolio, ILP) | Total programme hours (PLT) |
|----------------|---|---|---|---|-----------------------------|
| Year 1         | <p><b>57% of contracted hours</b></p> <p>Taught sessions Directed Study Independent Study <b>(600 hours)</b></p> <p>Clinical practice hours in external practice placement <b>(247.5 hours)</b></p> <p>PLT - clinical practice hours in primary placements (work-based learning, simulated practice learning and EPLD Clinical practice assessment <b>(376.5 hours)</b></p>   | Integrated throughout the programme for off-the-job and on-the-job activities | <p><b>43% of contracted hours</b></p> <p>Learning activities undertaken while working in their role as a trainee nursing associate</p>  | Integrated in Taught and Scheduled Learning   | 1,224                       |
| Year 2         | <p><b>57% of contracted hours</b></p> <p>Taught sessions Directed Study Independent Study Assessment Preparation <b>(600 hours)</b></p> <p>Clinical practice hours in external practice placement <b>(247.5 hours)</b></p> <p>Clinical practice hours in primary placements Practice Learning (work-based learning) – simulated practice learning &amp; enhancement days Clinical Practice Assessments <b>(376.5 hours)</b></p> | Integrated throughout the programme for off-the-job and on-the-job activities | <p><b>43% of contracted hours</b></p> <p>Learning activities undertaken while working in their role as a trainee nursing associate</p> <p>Integrated in Taught and Scheduled Learning 1,224</p> |   |                             |
| <b>Total</b>   | <b>2448 hours</b>   |   |   |   | <b>2448</b>                 |

### Annexe 3: Nursing Associate Apprenticeship Standards mapped against FD Nursing Associate Programme Modules

| Occupational Duty   | Knowledge   | Skills  | Behaviour  | Year 1 Level 4               | Year 2 Level 5               |
|---|---|---|--|------------------------------|------------------------------|
| <p><b>Duty 1</b> Be an accountable professional, acting in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate</p> | <p><b>K1:</b> Understand the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and how to fulfil all registration requirements</p> <p><b>K2:</b> Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health</p> <p><b>K3:</b> Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and well-being required to meet people's needs for mental and physical care</p> <p><b>K4:</b> Understand the principles of research and how research findings are used to inform evidence-based practice</p> <p><b>K5:</b> Understand the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care</p> | <p><b>S1</b> Act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and fulfil all registration requirements</p> <p><b>S2</b> Keep complete, clear, accurate and timely records</p> <p><b>S3</b> Recognise and report any factors that may adversely impact safe and effective care provision</p> <p><b>S4</b> Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills</p> <p><b>S5</b> Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A &amp; B (NMC 2018)</p> <p><b>S6</b> Act as an ambassador for their profession and promote public confidence in health and care services</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p><b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p><b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>NURS1005<br/>FDNA1201</p> | <p>NURS2001<br/>FDNA2201</p> |

| Occupational Duty  | Knowledge  | Skills  | Behaviour  | Year 1 Level 4               | Year 2 Level 5 |
|--|--|---|--|------------------------------|----------------|
| <p><b>Duty 2</b> Communicate effectively recognising and working within the limits of competence and being responsible for their own actions</p> | <p><b>K6:</b> Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice</p> <p><b>K7:</b> Understand the importance of courage and transparency and apply the Duty of Candour</p> <p><b>K8:</b> Understand how discriminatory behaviour is exhibited</p> | <p><b>S5</b> Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A &amp; B (NMC 2018)</p> <p><b>S7</b> Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges</p> <p><b>S8</b> Recognise signs of vulnerability in self or colleagues and the action required to minimise risks to health</p> <p><b>S9</b> Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues</p> <p><b>S10</b> Provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments</p> <p><b>S11</b> Report any situations, behaviours or errors that could result in poor care outcomes</p> <p><b>S12</b> Challenge or report discriminatory behaviour</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p><b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p><b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>NURS1005<br/>FDNA1201</p> | <p>FDN2201</p> |

| Occupational Duty  | Knowledge  | Skills   | Behaviour  | Year 1 Level 4               | Year 2 Level 5  |
|--|--|--|--|------------------------------|-----------------|
| <p><b>Duty 3</b> Promote health and prevent ill health to improve and maintain the mental, physical, behavioural health and well-being of people, families, carers and communities</p> | <p><b>K9:</b> Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people<br/> <b>K10:</b> Understand the principles of epidemiology, demography, and genomics and how these may influence health and well-being outcomes<br/> <b>K11:</b> Understand the factors that may lead to inequalities in health outcomes<br/> <b>K12:</b> Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and well-being<br/> <b>K13:</b> Understand the contribution of social influences on health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes<br/> <b>K14:</b> Understand the importance of health screening</p> | <p><b>S13</b> Apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people<br/> <b>S14</b> Promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing<br/> <b>S15</b> Identify people who are eligible for health screening<br/> <b>S16</b> Promote health and prevent ill health by understanding the evidence base for immunisation, vaccination and herd immunity<br/> <b>S17</b> Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br/> <b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice<br/> <b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>NURS1006<br/>FDNA1201</p> | <p>FDNA2201</p> |

| Occupational Duty   | Knowledge   | Skills  | Behaviour  | Year 1 Level 4               | Year 2 Level 5  |
|---|---|---|--|------------------------------|-----------------|
| <p><b>Duty 4</b> Contribute to the ongoing assessment of individuals nursing care needs, recognising when it is appropriate to refer to others for reassessment</p> | <p><b>K15:</b> Understand human development from conception to death, to enable delivery of person-centred safe and effective care<br/> <b>K16:</b> Understand body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences as applied to delivery of care<br/> <b>K17:</b> Understand commonly encountered mental, physical, behavioural and cognitive health conditions as applied to delivery of care<br/> <b>K18:</b> Understand and apply the principles and processes for making reasonable adjustments<br/> <b>K19:</b> Know how and when to escalate to the appropriate professional for expert help and advice</p> | <p><b>S18</b> Apply knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions<br/> <b>S19</b> Recognise when capacity has changed recognise and how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent<br/> <b>S20</b> Recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br/> <b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice<br/> <b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>NURS1002<br/>FDNA1201</p> | <p>FDNA2201</p> |

|   |   |   |  |                              |                              |
|---|---|---|--|------------------------------|------------------------------|
| <p><b>Duty 5</b> Provide and monitor nursing care to individuals and groups, providing compassionate and safe nursing interventions</p> | <p><b>K20:</b> Know how people's needs for safety, dignity, privacy, comfort and sleep can be met<br/> <b>K21:</b> Understand co-morbidities and the demands of meeting people's holistic needs when prioritising care<br/> <b>K22:</b> Know how to meet people's needs related to nutrition, hydration and bladder and bowel health<br/> <b>K23:</b> Know how to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity<br/> <b>K24:</b> Know how to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain<br/> <b>K25:</b> Know how to deliver sensitive and compassionate end of life care to support people to plan for their end of life<br/> <b>K26:</b> Understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld<br/> <b>K27:</b> Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies<br/> <b>K28:</b> Understand the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions<br/> <b>K29:</b> Understand the different ways by which medicines can be prescribed</p> | <p><b>S5</b> Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A &amp; B (NMC 2018)<br/> <b>S21</b> Monitor the effectiveness of care in partnership with people, families and carers, documenting progress and reporting outcomes<br/> <b>S22</b> Take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated<br/> <b>S23</b> Work in partnership with people, to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate<br/> <b>S24</b> Perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care<br/> <b>S25</b> Meet people's needs for safety, dignity, privacy, comfort and sleep<br/> <b>S26</b> Meet people's needs related to nutrition, hydration and bladder and bowel health<br/> <b>S27</b> Meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity<br/> <b>S28</b> Support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain<br/> <b>S29</b> Give information and support to people who are dying, their</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br/> <b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice<br/> <b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>FDNA1201<br/>FDNA1202</p> | <p>FDNA2201<br/>FDNA2202</p> |
|---|---|---|--|------------------------------|------------------------------|

|  |  |  |  |          |          |
|--|--|--|--|----------|----------|
|  |  | <p>families and the bereaved and provide care to the deceased</p> <p><b>S30</b> Recognise when a person's condition has improved or deteriorated by undertaking health monitoring, interpreting, promptly responding, sharing findings and escalating as needed</p> <p><b>S31</b> Act in line with any end-of-life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health</p> <p><b>S32</b> Work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams</p> |  |          |          |
| <p><b>Duty 6</b> Improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interests, needs and preferences of people first</p> | <p><b>K30:</b> Understand the principles of health and safety legislation and regulations and maintain safe work and care environment</p> <p><b>K32:</b> Understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident</p> <p><b>K35:</b> Understand own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident</p> | <p><b>S33</b> Maintain safe work and care environments</p> <p><b>S34</b> Act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required</p> <p><b>S35</b> Accurately undertake risk assessments, using contemporary assessment tools</p> <p><b>S36</b> Respond to and escalate potential hazards that may affect the safety of people</p>  | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p><b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice</p> <p><b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | FDNA1201 | FDNA2201 |

|  |   |  |  |                 |                              |
|--|---|--|--|-----------------|------------------------------|
| <p><b>Duty 7</b> Improve quality of care by contributing to the continuous monitoring of people's experience of care</p> | <p><b>K31:</b> Understand how inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately<br/> <b>K33:</b> Understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes<br/> <b>K34:</b> Know and understand strategies to develop resilience in self and know how to seek support to help deal with uncertain situations</p> | <p><b>S37</b> Participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br/> <b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice<br/> <b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>FDNA1201</p> | <p>FDNA2201<br/>FDNA2203</p> |
|--|---|--|--|-----------------|------------------------------|

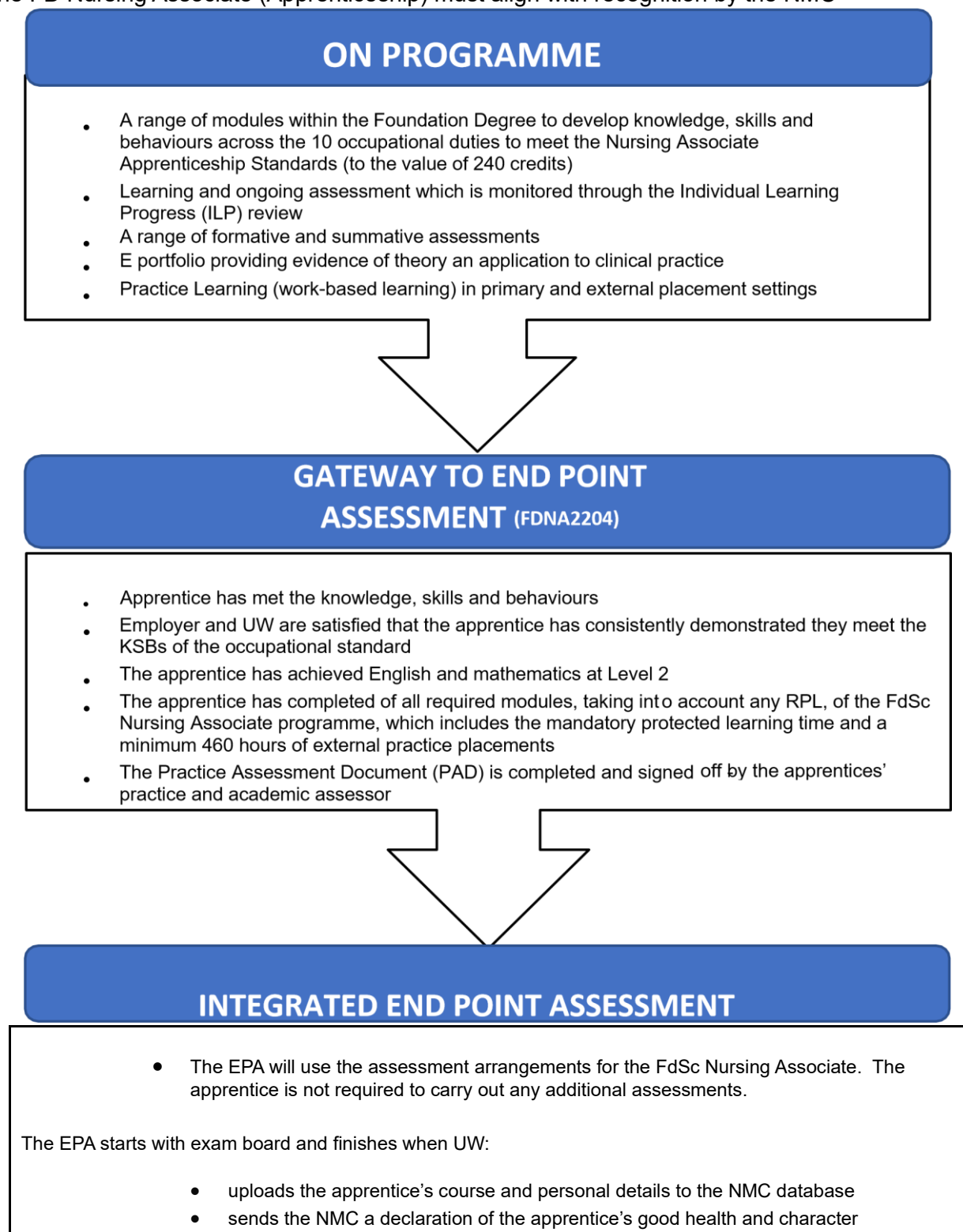


|   |   |  |  |                 |                              |
|---|---|--|--|-----------------|------------------------------|
| <p><b>Duty 8</b> Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings</p> | <p><b>K36:</b> Understand the roles of the different providers of health and care<br/> <b>K37:</b> Understand the challenges of providing safe nursing care for people with complex co- morbidities and complex care needs<br/> <b>K38:</b> Understand the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings<br/> <b>K39:</b> Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives<br/> <b>K40:</b> Understand own role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services<br/> <b>K41:</b> Know the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and own role within it</p> | <p><b>S38</b> Prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members<br/> <b>S39</b> Recognise when people need help to facilitate equitable access to care, support and escalate concerns appropriately<br/> <b>S40</b> Support and motivate other members of the care team and interact confidently with them</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br/> <b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice<br/> <b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>FDNA1201</p> | <p>FDNA2201<br/>FDNA2202</p> |
|---|---|--|--|-----------------|------------------------------|

|   |   |  |  |                 |                              |
|---|---|--|--|-----------------|------------------------------|
| <p><b>Duty 9</b> Work in teams collaborating effectively with a range of colleagues</p> | <p><b>K42:</b> Understand and apply the principles of human factors and environmental factors when working in teams<br/> <b>K43:</b> Understand the influence of policy and political drivers that impact health and care provision</p>   | <p><b>S43</b> Contribute to team reflection activities to promote improvements in practice and services<br/> <b>S44</b> Access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary teams</p>  | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br/> <b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice<br/> <b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> |                 | <p>FDNA2201<br/>FDNA2203</p> |
| <p><b>Duty 10</b> Support and supervise others in the care team</p>                     | <p><b>K6:</b> Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice<br/> <b>K42:</b> Understand and apply the principles of human factors and environmental factors when working in teams</p> | <p><b>S38</b> Prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members<br/> <b>S41</b> Monitor and review the quality of care delivered, providing challenge and constructive feedback when an aspect of care has been delegated to others<br/> <b>S42</b> Support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of the care they provide, promoting reflection and providing constructive feedback</p> | <p><b>B1:</b> Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br/> <b>B2:</b> Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice<br/> <b>B3:</b> Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p> | <p>FDNA1201</p> | <p>FDNA2201<br/>FDNA2203</p> |

## Annexe 4: The relationship between the On-Programme activity, Gateway process and End Point Assessment

The FD Nursing Associate (Apprenticeship) must align with recognition by the NMC



## Annexe 5: Process for Managing Nursing Associates EPA

At least one week prior to pre-board, apprentice completes, submits and successfully achieves all requirements for the FdSc Nursing Associate programme including theoretical modules, practice learning modules, protected learning time (PLT) hours and external placement PLT hours.

Pre-board (consisting of a chairperson, internal examiners and placement support team (PlaST)) reviews each apprentice individually to ensure the accurate presentation of apprentice grades and evidence for achievement of EPA gateway requirements, including mandatory PLT, external placement hours and 24 hour care.

Nursing Apprenticeships Administrator contacts employers and apprentices to request they complete and return a '*Readiness for Completion*' Gateway Declaration form, confirming the apprentice has consistently demonstrated that they meet the Knowledge, Skills and Behaviours (KSBs) of the occupational standard.

Subject Module Exam Board (Gateway) (consisting of a chairperson, internal and external examiners, Head of Apprenticeships, PlaST and Registry secretary) confirms that the apprentice meets all gateway requirements:

The subject module exam board (gateway) will formally review and record that each apprentice has achieved all gateway requirements as detailed in the gateway module (FDNA2204):

- Achievement of level 2 maths and English
- Successful completion of all required modules, taking into account any RPL, of the FD Nursing Associate programme
- Confirmation of all mandatory PLT including a minimum of 460 hours of external placements
- Completion of Practice assessment document, signed off by the practice and academic assessor
- Employer confirmation that the apprentice has consistently demonstrated that they meet the KSBs of the occupational standard
- Confirmation of actual and planned OTJ hours

Award Board (EPA) (consisting of a chairperson, internal and external examiners, Apprenticeship Office, PlaST and Registry secretary) confirms that the apprentice meets all award requirements and has met the educational outcomes required to register with the NMC.

Pass list sent by Registry to PlaST confirming all apprentices who have completed the Award and EPA and are eligible to register with the NMC as Registered Nursing Associates.

Identified member of PlaST ensures all eligible apprentices complete and submit their declaration of good health and good character and all other NMC requirements.  
PlaST complete electronic upload of data file to the NMC confirming completion.  
Course lead (official NMC signatory) provides the University's supporting declaration of the individual apprentices' good health and good character electronically.  
Completed within one month of the EPA.

Registry claim ESFA apprenticeship certificates via the EPA hub

Apprentices required to undertake reassessments: Further subject module exam board (gateway) and Award board (EPA) will take place as detailed above.  
For apprentices unable to meet the gateway requirements for reassessment, the Nursing Apprenticeships Education Manager, course lead and employer will work with the apprentice to identify an individual plan to meet the gateway and EPA requirements.

