

Specification for the Higher Degree Apprenticeship

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.

1.	Apprenticeship title	Foundation Degree Nursing Associate (Apprentice)
2.	Qualifications	FdSc
3.	Level	Level 5
4.	Professional registration	On successful completion of the programme Nursing Associate students will be eligible to apply for registration with the Nursing and Midwifery Council
5.	Duration	2 years
6.	Managing institution/Main Provider	University of Worcester
7.	Teaching institution(s)	N/A
8.	Apprenticeship Standard and Number	Nursing Associate (NMC 2018). ST0827
9.	Date of Apprenticeship Specification preparation/revision	May 2019, AQU October 2019

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.
- GCSE Grade C/4 (or above) or a Level 2 equivalent in Maths and English (Language or Literature is accepted)
- Evidence of recent academic 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 students (apprentices) will be required to travel to and from work-based learning settings at their own expense. Nursing associate students (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 students (apprentices) must evidence GCSE Grade 4/Level 2 equivalent in Maths and English.

Disclosure and Barring Service (DBS) and Occupational Health requirements

Nursing associate students (apprentices) will be required to complete a Declaration of Offences form at the recruitment event and will have a new Enhanced Disclosure and Barring Service (DBS) check. Those who are signed up to the DBS update service may not need a new DBS, the University will confirm on an individual basis. DBS checks will be the responsibility of the employer and verified by the university. In addition to DBS clearance, all nursing associate students (apprentices) must have Occupational Health clearance. This will be undertaken by the employer and verified by the University.

Admissions/recruitment procedures

All applicants apply via their employing organisation. 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 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 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

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 Commitment statement which will be completed electronically.

13. Structure of the apprenticeship

Nursing and Midwifery Council requirements

This 2-year full time programme is timetabled for 45 weeks for year 1. Year 2, is timetabled for 49 weeks to allow for registration with the End Point Assessment Organisation (EPAO) and completion of EPA (see further details section 16. Assessment, pages 9-11). Pre-planned 7 weeks annual leave are also incorporated into the programme for each academic year. The course 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

Designated time to support nursing associate students (apprentices) learning will be allocated to theory and practice learning. For this programme, the minimum number of hours equate to 2448 hours and are an equal balance of theory and practice hours. All nursing associate students (apprentices) on work-placed learning routes must have protected learning time which are as follows:

- Are released for at least 20% of the programme for academic study
- Are released for at least 20% of the 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 programme hours

Table 1 illustrates breakdown of hours of theory and practice learning, and requirements for protected learning time for theory and practice learning.

Table 1: Protected Learning Time (PLT) hours for the programme

Part (year) level	Theory Hours	External Practice Placement	Primary Placement Hours	Weeks
One L4	247.5 Taught 352.5 Independent Study	247.5	302.5 Placement (Inc. 37 enhancement hours) 74 Skills and Simulation	45 weeks (includes 4 weeks for reassessment)
Two L5	247.5 Taught 352.5 Independent Study	247.5	302.5 Placement (Inc. 37 enhancement hours) 74 Skills and Simulation	49 weeks (includes 4 weeks reassessment and 4 weeks for EPA)
PLT Hours	495 Taught (20%) 705 Independent Study	495 (20%)	753 (60%)	
Total Hours	1200		1248	

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
- Supported learning time with clinical tutors (2 x 7.5 hours each semester for each nursing associate student (apprentice))
- Supported learning time with practice facilitator (1 x 7.5 hours each semester for each nursing associate student (apprentice))
- 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](#).

Practice learning (work-based learning) in both primary placement (PP) and external practice placement (EP) will be monitored through recording of practice learning (work-based learning) hours (protected learning time) in the England Nursing Associate Practice Assessment Document, Ongoing Achievement Record (OAR), the Individual Learner Progress (ILP) review record and the Learning Environment Profiles (LEP) process.

Apprenticeship Requirements

Throughout the programme and to complete the apprenticeship programme, nursing associate students (apprentices) must participate in training, development and on-going review 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). To meet the Education and Skills Funding Agency (EFSA) requirements of 20% 'off the job' learning, the nursing associate students (apprentices) will typically complete 68% 'off the job' learning. This will be covered by the taught elements of the programme, independent study (preparation for formative and summative assessments) and the external practice placement hours.

Nursing associate's students (apprentices) must have an external practice placement (minimum of 247.5 hours each year) outside of the normal workplace (PP) in order to demonstrate breadth of experience across settings and achieve the specific learning outcomes of the programme and KSB's of this apprenticeship standard. One external practice (EP) placement (11 weeks) is allocated each year (247.5 hours) totalling a maximum of 495 hours per programme. Table 2 illustrates the structured learning activities of the programme.

Table 2. Structured Learning Activities

Structured Learning Activities – 2373 (excludes 75 hours induction weeks)		
‘On the Job’ Learning	‘Off the Job’ Learning	
Primary Placement	Taught	External Practice Placement
753 hours	420 hours (theory) 705 (Independent Study)	495 hours
32%	68%	

The modular delivery pattern for the 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 associated proficiency standard and associated skills annexe A and B.

Mapping of Practice Learning to NMC (2018) Standards of Proficiencies for Nursing Associates and Skills for Health (2018) Apprenticeship Standard for Nursing Associate KSB's

Mapping of Modules to NMC (2018) Standards of Proficiencies for Nursing Associates and Skills for Health (2018) Apprenticeship Standard for Nursing Associate 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 20% 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 (ILP) Reviews

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. All nursing associate students (apprentices) will be allocated a Personal Academic Tutor from within the nursing team of lecturers. 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). 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 students (apprentices) and provide the official University reference for their students (apprentices).

Individual Learner Progress (ILP's) reviews 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 ILP reviews will be undertaken in the primary placement or the university by the Personal Academic Tutor, nursing associate student (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 ILP review proforma, the e-workbook, and ensure protected learning time hours are being met.

All meetings are formally recorded, both via SOLE, the England Nursing Associate Practice Assessment Document and the Individual Learner Progress (ILP) review forms (via PebblePad).

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 (Apprentice) 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](#). All modules contribute to the assessment of 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) 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 students (apprentices) will be supported in each practice setting by a practice supervisor and practice assessor to achieve the proficiencies and skills. Each nursing associate student (apprentice) will also be allocated an academic assessor for each part (year) of the programme. 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 students (apprentices) are required to complete a minimum of 624 practice learning (work-based learning) hours per year. The hours per year are identified in the Essential Skills for Nursing Associate Practice module specifications (FDNA1201 & FDNA2201) and must be completed to allow progression. 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 Work Based Learning Support team.

End Point Assessment – Apprenticeship Standard requirements

To complete the apprenticeship, nursing associate students (apprentices) are required to complete an independent end-point assessment (EPA). The purpose of this assessment is to test the KSB's associated with the professional duties as set out in the apprenticeship standard and to confirm that the nursing associate student (apprentice) is occupationally competent. The KSB's cover the [NMC \(2018\) Standards of Proficiency for Nursing Associates](#) and Annexes A & B for nursing associates (NMC, 2018) (see Programme Specification for Foundation Degree Nursing Associate).

The assessment is undertaken by an independent assessor (chair), programme practice assessor and programme academic assessor. The independent assessor will be responsible for the final grade given for the EPA but will take into account the views of the programme practice and academic assessors. For year 2, to ensure parity and consistency of this process, the Personal Academic Tutor will be the Academic Assessor.

The End Point Assessment Organisation (EPAO) will arrange for the professional discussions to take place, in consultation with the employer. The EPA is assessed via two professional discussions and each part must be passed to achieve apprenticeship status. The two discussions combined should be between 60-120minutes. Each professional discussion will be graded as pass or fail, and both must be passed to successfully complete the EPA.

Preparation for the EPA will be integrated throughout the programme. Professional discussions will be facilitated through a range of formative and summative strategies. These provide ongoing feedback and support to prepare nursing associate students (apprentices) and some examples include:

- Group work based on patient centred case scenario's
- Individual and group oral presentations
- Reflective patient centred case scenarios
- Formative Observed Structured Clinical Examination (OSCE's)
- Reflective e-workbook
- Assessment of practice learning (work-based learning)
- Individual Learner Progress reviews

In the practice placement setting, the England Nursing Associate Practice Assessment Document formatively and summatively assesses achievement of standards of proficiencies and skills (which are mapped to the KSB's). The reflective e-workbook facilitates students' demonstration of achievement of the generic proficiencies and skills (which are mapped to the KSB's). As part of the final ILP review, this will include a formative professional discussion with the individual nursing associate student (apprentice) based on the requirements for the EPA.

Gateway to end point assessment: Before going forward for the end-point assessment (EPA) the nursing associate student (apprentice) must have:

- Completed all modules within the Foundation Degree Nursing Associate (Apprentice) programme;
- Completed all elements of the England Nursing Associate Practice Assessment Document;
- Evidence that GCSE Grade 4/Level 2 equivalent in Maths and English has been achieved (this will need to be verified by the end-point Assessment Organisation (EPAO) to satisfy the Gateway process.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. In making this decision, the employer will be advised by the Academic Assessor that the nursing associate student (apprentice) has achieved occupational competence. In order for the decision to be made all of the pre-requisite gateway requirements for EPA must have been met and they can be evidenced to an EPAO. It is expected that the gateway will be reached after the completion of the final Foundation Degree module and before the education provider's examination board. The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the nursing associate student (apprentice) has passed the EPA gateway.

To facilitate registration and completion of the EPA, the programme is extended to 56 weeks in year 2 (inclusive of annual leave) only. The EPA period will commence at week 45 once the gateway is completed.

See annexe 4: The relationship between the On-Programme activity, Gateway process and End Point Assessment.

Re-sits and re-takes

Apprentices who fail one or more EPA assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Professional body recognition

This apprenticeship is based on the Nursing and Midwifery Council's standards of proficiency and education programme standards. This means that those who successfully complete the apprenticeship will be eligible to apply for registration with the NMC and will go on to demonstrate that they meet the wider requirements for registration (good character, good health, indemnity, etc).

Reasonable adjustments

The EPAO 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 Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Further details are found in the [End-point assessment plan for nursing associate apprenticeship standard](#) (Skills for Health, 2019)

17. 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, 2015)

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

- [Foundation Degree Characteristics Statement](#) (QAA, 2015)
- [Apprenticeship Standard for Nursing Associate \(NMC 2018\)](#) (Skills for Health, 2019)
- [End-point assessment plan for nursing associate apprenticeship standard](#) (Skills for Health, 2019)
- Part 1: [Standards framework for Nursing and Midwifery Education](#) (NMC, 2018)
- Part 2: [Standards for student supervision and assessment](#) (NMC, 2018)

- Part 3: [Standards for pre-registration nursing associate programmes](#) (NMC, 2018)
- [Standards of proficiency for nursing associates](#) (NMC, 2018)
- Foundation Degree Nursing Associate. Programme Specification

Annexe 1 Delivery pattern for the apprenticeship

Year 1 Semester 1		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
PRNG1101	Communication and Professional Values to Promote Health and Well-being across the Lifespan (30c)	Appropriate relevant practice learning (work-based learning) experience
PRNG1102	Introduction to Anatomy and Physiology (15c)	Appropriate relevant practice learning (work-based learning) experience
FDNA1201	Essential Skills and Nursing Associate Practice 1 (60c)	Practice Learning (work-based learning) Primary and External Placement Nursing Associate Clinical Practice Assessments Reflective E-workbook
Year 1 Semester 2		
PRNG1101	Communication and Professional Values to Promote Health and Well-being across the Lifespan (30c)	Appropriate relevant practice learning (work-based learning) experience
FDNA1201	Essential Skills and Nursing Associate Practice 1 (60c)	Practice Learning (work-based learning) Primary and External Placement Nursing Associate Clinical Practice Assessments Reflective E-workbook
FDNA1202	Principles of Nursing Associate Practice (15c)	Appropriate relevant practice learning (work-based learning) experience Reflective case studies
Year 2 Semester 1		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
PRNG2101	Evidence-Based Practice for Nursing (15c)	Appropriate relevant practice learning (work-based learning) experience
FDNA2201	Essential Skills and Nursing Associate Practice 2 (60c)	Practice Learning (work-based learning) Primary and External Placement Nursing Associate Clinical Practice Assessments Reflective E-workbook
FDNA2202	Developing Integrated Person-Centred Care (30c)	Appropriate relevant practice learning (work-based learning) experience Reflective case studies

Year 2 Semester 2		
FDNA2201	Essential Skills and Nursing Associate Practice 2 (60c)	Practice Learning (work-based learning) Primary and External Placement Nursing Associate Clinical Practice Assessments Reflective E-workbook
FDNA2202	Developing Integrated Person-Centred Care (30c)	Appropriate relevant practice learning (work-based learning) experience Reflective case studies
FDNA2103	Leadership and Team-Working in Health and Care (15c)	Appropriate relevant practice learning (work-based learning) experience

Year 2: On completion of FD Nursing Associate – End point assessment	
<p>End Point Assessment Requirements This comprises of 2 discrete assessment methods. Each assessment will test the apprentices KSB's against the NMC 6 Platforms for registered nursing associates. The two discussions combined should be between 60-120 minutes.</p> <p>Assessment method 1: Professional Discussion A Assess the KSB's with the following domains</p> <ol style="list-style-type: none"> 1. Being an accountable professional 3. Provide and monitor care 5. Improving safety and quality of care 6. Contributing to integrated care <p>Assessment method 2: Professional Discussion B Assess KSBs within the following domains</p> <ol style="list-style-type: none"> 2. Promoting health and preventing ill-health 4. Working in Teams <p>Each assessment is pass or fail.</p> <p>Both assessments must be passed to achieve overall pass</p>	<p>Normally 24 months from commencement of apprenticeship</p> <p>Must be completed within an EPA period of a maximum 3 months once passed EPA gateway</p>

Annexe 2 Breakdown of hours allocated to aspects of the apprenticeship

Year of course	Taught and scheduled Learning and Teaching Activities (off-the-job)	Other KSB off-the-job learning	Work based learning (on-the-job)	Directed learning activities (Portfolio, ILP)	Total
Year 1	<p>68% of contracted hours</p> <p>Taught sessions Directed Study Independent Study (600 hours)</p> <p>Clinical practice hours in external practice placement (247.5 hours)</p>	Integrated throughout the programme for off-the-job and on-the-job activities	<p>32% of contracted hours</p> <p>Clinical practice hours in primary placements Practice Learning (work-based learning) – skills and simulation & enhancement days Clinical Practice Assessments (376.5 hours)</p>	Integrated in Taught and Scheduled Learning	1, 224
Year 2	<p>68% of contracted hours</p> <p>Taught sessions Directed Study Independent Study Assessment Preparation (600 hours)</p> <p>Clinical practice hours in external practice placement (247.5 hours)</p>	Integrated throughout the programme for off-the-job and on-the-job activities	<p>32% of contracted hours</p> <p>Clinical practice hours in primary placements Practice Learning (work-based learning) – skills and simulation & enhancement days Clinical Practice Assessments (376.5 hours)</p>	Integrated in Taught and Scheduled Learning	1,224
Total	1,695		753		2448

Annexe 3: Nursing Associate Apprenticeship Standards mapped against Programme Modules

Occupational Duty	Knowledge	Skills	Behaviour	Year 1 Level 4	Year 2 Level 5
<p>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</p>	<p>K1: 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>K2: 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>K3: 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>K4: Understand the principles of research and how research findings are used to inform evidence-based practice</p> <p>K5: Understand the meaning of resilience and emotional intelligence, and their influence on an individual’s ability to provide care</p>	<p>S1 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>S2 Keep complete, clear, accurate and timely records</p> <p>S3 Recognise and report any factors that may adversely impact safe and effective care provision</p> <p>S4 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills</p> <p>S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A & B (NMC 2018)</p> <p>S6 Act as an ambassador for their profession and promote public confidence in health and care services</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: 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>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>	<p>PRNG1101 FDNA1201</p>	<p>PRNG2101 FDNA2201</p>
<p>Duty 2 Communicate effectively recognising and working within the limits of competence and being responsible for their own actions</p>	<p>K6: 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>S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A & B (NMC 2018)</p> <p>S7 Communicate effectively using a range of skills and</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of</p>	<p>PRNG1101 FDNA1201</p>	<p>FDN2201</p>

	<p>K7: Understand the importance of courage and transparency and apply the Duty of Candour</p> <p>K8: Understand how discriminatory behaviour is exhibited</p>	<p>strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges</p> <p>S8 Recognise signs of vulnerability in self or colleagues and the action required to minimise risks to health</p> <p>S9 Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues</p> <p>S10 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>S11 Report any situations, behaviours or errors that could result in poor care outcomes</p> <p>S12 Challenge or report discriminatory behaviour</p>	<p>concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>		
<p>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</p>	<p>K9: Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people</p> <p>K10: Understand the principles of epidemiology, demography, and genomics and how these may influence health and well-being outcomes</p> <p>K11: Understand the factors that may lead to inequalities in health outcomes</p>	<p>S13 Apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people</p> <p>S14 Promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing</p> <p>S15 Identify people who are eligible for health screening</p> <p>S16 Promote health and prevent</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: 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>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>	<p>PRNG1101</p> <p>FDNA1201</p>	<p>FDNA2201</p>

	<p>K12: Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and well-being</p> <p>K13: Understand the contribution of social influences on health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes</p> <p>K14: Understand the importance of health screening</p>	<p>ill health by understanding the evidence base for immunisation, vaccination and herd immunity</p> <p>S17 Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance</p>			
<p>Duty 4 Contribute to the ongoing assessment of individuals nursing care needs, recognising when it is appropriate to refer to others for reassessment</p>	<p>K15: Understand human development from conception to death, to enable delivery of person-centred safe and effective</p> <p>K16: Understand body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences as applied to delivery of care</p> <p>K17: Understand commonly encountered mental, physical, behavioural and cognitive health conditions as applied to delivery of care</p> <p>K18: Understand and apply the principles and processes for making reasonable adjustments</p> <p>K19: Know how and when to escalate to the appropriate professional for expert help and advice</p>	<p>S18 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</p> <p>S19 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</p> <p>S20 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>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: 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>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>	<p>PRNG1201 FDNA1201</p>	<p>FDNA2201</p>

<p>Duty 5 Provide and monitor nursing care to individuals and groups, providing compassionate and safe nursing interventions</p>	<p>K20: Know how people's needs for safety, dignity, privacy, comfort and sleep can be met K21: Understand co-morbidities and the demands of meeting people's holistic needs when prioritising care K22: Know how to meet people's needs related to nutrition, hydration and bladder and bowel health K23: Know how to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity K24: Know how to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain K25: Know how to deliver sensitive and compassionate end of life care to support people to plan for their end of life K26: Understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld K27: Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies K28: Understand the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions K29: Understand the different ways by which medicines can be prescribed</p>	<p>S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A & B (NMC 2018) S21 Monitor the effectiveness of care in partnership with people, families and carers, documenting progress and reporting outcomes S22 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 S23 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 S24 Perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care S25 Meet people's needs for safety, dignity, privacy, comfort and sleep S26 Meet people's needs related to nutrition, hydration and bladder and bowel health S27 Meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity S28 Support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain S29 Give information and support to people who are dying, their</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences B2: Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>	<p>FDNA1201 FDNA1202</p>	<p>FDNA2201 FDNA2202</p>
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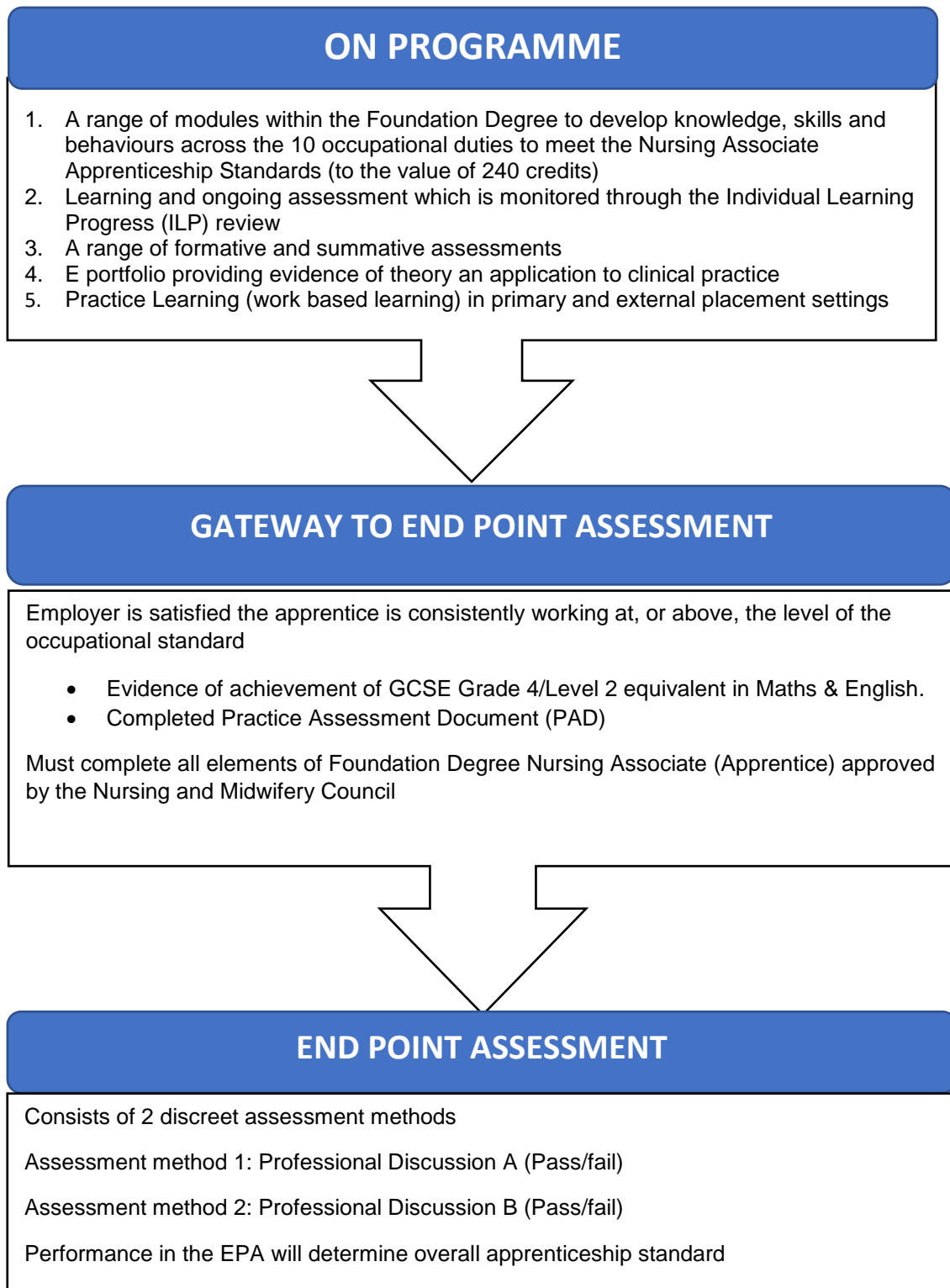
		<p>families and the bereaved and provide care to the deceased</p> <p>S30 Recognise when a person's condition has improved or deteriorated by undertaking health monitoring, interpreting, promptly responding, sharing findings and escalating as needed</p> <p>S31 Act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health</p> <p>S32 Work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams</p>			
<p>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</p>	<p>K30: Understand the principles of health and safety legislation and regulations and maintain safe work and care environment</p> <p>K32: Understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident</p> <p>K35: 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>S33 Maintain safe work and care environments</p> <p>S34 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>S35 Accurately undertake risk assessments, using contemporary assessment tools</p> <p>S36 Respond to and escalate potential hazards that may affect the safety of people</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: 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>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>	FDNA1201	FDNA2201
<p>Duty 7 Improve quality of care by contributing to the continuous monitoring of people's experience of care</p>	<p>K31: Understand how inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately</p> <p>K33: Understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health</p>	<p>S37 Participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: Show respect and empathy for those you work with, have the courage to challenge areas of</p>	FDNA1201	FDNA2201 FDNA2203

	<p>outcomes</p> <p>K34: Know and understand strategies to develop resilience in self and know how to seek support to help deal with uncertain situations</p>		<p>concern and work to evidence based best practice</p> <p>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>		
<p>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</p>	<p>K36: Understand the roles of the different providers of health and care</p> <p>K37: Understand the challenges of providing safe nursing care for people with complex co-morbidities and complex care needs</p> <p>K38: Understand the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings</p> <p>K39: 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</p> <p>K40: 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</p> <p>K41: Know the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and own role within it</p>	<p>S38 Prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members</p> <p>S39 Recognise when people need help to facilitate equitable access to care, support and escalate concerns appropriately</p> <p>S40 Support and motivate other members of the care team and interact confidently with them</p>	<p>B1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p>B2: 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>B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness</p>	FDNA1201	FDNA2201 FDNA2202

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

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

The FD Nursing Associate (Apprentice) must align with recognition by the Nursing and Midwifery Council



Annexe 5: Assessment Flowchart – Apprenticeship Standard for Nursing Associate (NMC 2018) (Skills for Health, 2019)

