

Programme Specification for FdSc Nursing Associate

This document applies to students who commence the programme in April 2017

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

12. Educational aims of the programme

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

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

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

The programme is aimed at individuals employed in health and care setting. Therefore, at the

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

This programme aims to:

1. Develop Nursing Associates who are competent, confident and compassionate, providing high quality, evidence-based, holistic, non-judgemental person-centred care;
2. Ensure students develop the knowledge, skills and attitudes to safely and effectively practice within their parameters of practice to meet the health and care needs of individuals across the lifespan, valuing mental health equally to physical health;
3. Provide opportunity through the integration of work-based learning with theory for students to achieve the eight domains and associated learning outcomes of the 2017 [Nursing Associate Curriculum Framework - hee.nhs.uk](http://hee.nhs.uk).
4. Provide authentic work-based learning experiences, theoretical content and creative assessment, that ensures students are fit to practice, to support care delivery across a diverse range of settings, while ensuring they are situationally competent in the context of their employed role;
5. Promote student's interpersonal communication and team-working skills, to facilitate effective partnerships with service users, families, and the wider multi-professional team valuing and responding to their contributions;
6. Develop decision-making, problems-solving and leadership skills to contribute to service improvement and quality enhancement, to promote service users well-being and experiences of health and care;
7. Promote critically reflective and reflexive practitioners, utilising contemporary knowledge and evidence to underpin their practice, committed to continuing professional development and lifelong learning.

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

Learning outcomes: Foundation Degree

Knowledge and understanding:

<i>On successful completion of the Foundation Degree, students will be able to:</i>	Module Code
1. Debate professional values, standards, protocols, policy and legislation that underpin safe, responsive and effective contemporary practice in health and care;	FDNA1001, FDNA1005, FDNA2003, FDNA2004
2. Explore the fundamental principles of the nursing process including assessment, planning, implementation and evaluation of care;	FDNA2003, FDNA2004, FDNA2006
3. Describe the structure and function of the human body and its relationship to the health-illness continuum across the lifespan, exploring the implications for health and care practice and health promotion;	FDNA1002, FDNA2001, FDNA2006

<p>4. Apply theoretical principles to the recognition of and response to, a diverse range of physical and mental health problems, public health concerns and end of life issues;</p> <p>5. Relate knowledge of the service user experience to non-judgemental, partnership working.</p>	<p>FDNA2001, FDNA2006</p> <p>FDNA2001, FDNA2005</p>
<p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • A work-based learning programme with pre-planned theory days, skills and simulation weeks and practice experiences in both a primary placement (place of employment) and alternative placements; • Opportunities for inter-professional learning and working in the practice setting; • Contributions by service users, carers, the inter-disciplinary and multi-agency team; • The use of structured lecturers, seminars, case studies, directed study, group work including scenario, problem and enquiry based learning, group and individual tutorials, with the additional support of e-learning strategies using the virtual learning environment; • Integration of theory to practice; • Opportunity to complete a range of formative and summative assignments including essays, presentations, exams, posters and Objective Structured Clinical Examinations (OSCE), offering an element of student choice, with subsequent formative and summative written and oral feedback; • Opportunity to use Pebble Pad to develop an e-portfolio. 	

Cognitive and intellectual skills:

<i>On successful completion of the Foundation Degree, students will be able to:</i>	Module Code
<p>6. Analyse a range of theoretical concepts and frameworks and apply to work-based learning experiences in a range of contexts;</p>	<p>FDNA2003, FDNA2004</p>
<p>7. Develop critical thinking skills, to develop and sustain a coherent discussion and conclusion;</p>	<p>FDNA2002, FDNA2005, FDNA2006</p>
<p>8. Debate problem-solving, decision-making and research skills essential for the application of theoretical knowledge to practice in a challenging and changing healthcare context;</p>	<p>FDNA2002, FDNA2003, FDNA2004, FDNA2005, FDNA2006</p>
<p>9. Apply critical reflection to develop professional values, beliefs and respect to appreciate the importance of diversity, equality and non-judgmental practice.</p>	<p>FDNA1001, FDNA2005</p>

Examples of learning, teaching and assessment methods used:

- Study skills embedded within the programme, especially at level 4 and within the induction week;
- Supervised learning in authentic work-based learning environments and work-related learning through the skills and simulation suite to facilitate the development of decision-making and problem-solving skills;
- Modules facilitating the development of research skills and the application of evidence to practice;
- Formal lectures, seminars, workshops, e-learning opportunities and directed learning activities;
- Students with a range of diverse needs are supported within the academic setting and practice placements by the disability and dyslexia service, their Personal Academic Tutor and Zoned Academic*;
- Group and individual tutorial support;
- Complete a range of written, oral and creative assessment strategies, both formatively and summatively;
- Opportunity to maintain an e-portfolio via Pebble Pad to facilitate critical, analytical, reflective and evaluative skills in relation to work-based learning experiences.

Practical skills relevant to employment:

<i>On successful completion of the Foundation Degree, students will be able to:</i>	Module Code
10. Reflect upon the clinical and care skills, including medication management required for safe and effective care, recognising parameters of practice;	FDNA2003, FDNA2004, FDNA2006
11. Demonstrate professional practice underpinned by the 2017 Nursing Associate Curriculum Framework - hee.nhs.uk domains and learning outcomes related to knowledge, clinical and care skills and the required attitudes and behaviours;	FDNA2003, FDNA2004
12. Work as part of a multi-professional team, in partnership with service users and their families to promote health and well-being;	FDNA2003, FDNA2004, FDNA2005
13. Demonstrate the application of the nursing process in the assessment, planning, delivery and evaluation of care;	FDNA2003, FDNA2004, FDNA2006
14. Use situational judgement in the provision of care, supporting service improvement, quality enhancement and equitable access to services, to enable individuals to improve, maintain or recover health.	FDNA2003, FDNA2004, FDNA2005, FDNA2006

* Part of the University teaching team, linked to clinical areas and involved in tripartite arrangements to promote robust and consistent arrangement for the assessment of work-based learning

Examples of learning, teaching and assessment methods used:

- Opportunity to complete work-based learning in hospital, at home and close to home;
- Employed as a band 3 trainee nursing associate in their primary placement, but will also experience 2 pre-planned alternative placement experiences each year;
- Work-based and work-related learning assessment attached to work-based/work-related modules accounting for 50% of the programmes academic credits each year, assessed via the Practice Assessment Document, e-portfolio and numeracy for medicines management test;
- Trust induction during induction weeks, induction at the start of each new placement to introduce the setting and to identify individual learning needs;
- Supported and supervised on placement by a supervisor/mentor, who helps to identify learning opportunities, with additional support from a Zoned Academic and practice facilitator;
- Zoned Academic involvement in formative reviews of practice learning;
- Practice Assessment Document which integrates the domains and outcomes of the 2017 [Nursing Associate Curriculum Framework - hee.nhs.uk](http://hee.nhs.uk) which demonstrates progress and achievement across the programme;
- Opportunity to maintain a reflective e-portfolio using Pebble Pad, providing evidence to integrate theory with practice learning;
- Skills and simulation weeks providing opportunity to practice clinical and care skills in a safe, supportive environment in the clinical skills suite, replicating hospital and community placement areas, with feedback on performance provided;
- Formative and summative OSCE and scenario-based care planning experiences;
- Formative and summative numeracy testing and medicines management via 'Safe Medicate';
- Reflective essays, reports, posters and presentations, allowing students to use work-based learning experiences in theoretical assessments;
- Involvement of service users and carers in the delivery of the programme and the assessment of theory and practice where appropriate;
- Opportunities to work as part of the multi-professional team in the practice setting;
- Use of authentic scenario-based learning;
- Use of clinical skills.net to develop safe clinical and care skills;
- Opportunity to evaluate practice placements via an on-line evaluation tool.

Transferable/key skills:

<i>On successful completion of the Foundation Degree, students will be able to:</i>	Module Code
15. Develop effective communication and inter-personal skills for a range of audiences that recognise and respect individual differences and limitations;	FDNA1005, FDNA2003, FDNA2004
16. Apply numeracy and information technology skills to learning and safe patient care;	FDNA1004, FDNA2004, FDNA2005
17. Respond to feedback to develop and improve learning;	ALL
18. Develop a critically reflective and reflexive approach that supports continuing professional development and lifelong learning;	FDNA1001, FDNA1004, FDNA1006, FDNA2004, FDNA2006
19. Demonstrate the personal qualities and resilience to practice and learn in a range of contexts.	FDNA1003, FDNA1004, FDNA1005, FDNA2003, FDNA2004

Examples of learning, teaching and assessment methods used:

- Opportunities to complete authentic work-based learning in a primary placement (place of employment) and a range of pre-planned alternative placements;
- Across academic and work-based learning there are opportunities for a range of written and oral communication to be used and assessed including a group work presentation, promoting team-working skills in the preparation and delivery;
- Personal Academic Tutorial support fostering personal, professional and academic development;
- Numeracy and medicines management learning opportunities via 'Safe Medicate';
- Maintaining a reflective e-portfolio on Pebble Pad;
- Involvement of service users/carers in the delivery of the programme and assessment strategies including formative feedback in the placement setting;
- Engagement in self and peer assessment;
- Feedback provided verbally or in writing on all formative, summative and practice based assessments;
- Reflective assignments and the opportunity to produce a learning plan and complete a SWOT analysis each year;
- Group and individual tutorial support;
- Use of skills and simulation suite with opportunities for formative feedback on performance, e-learning packages to promote theoretical and practical knowledge and skills;
- Self-management skills via the meeting of academic and work-based/work-related deadlines and working flexible shift patterns to meet placement and employer requirements, including 24 hour, 7 day care;
- Elements of student assessment choice in some modules.

Learning, teaching and assessment

As students will normally be employed in their primary placement, work-based learning is at the heart of the programme, with learning, teaching and assessment embedded in the work environment. A student focused approach has been adopted, aligning the essential theoretical knowledge, clinical and care skills and the required attitudes and behaviours.

The programme is both challenging and motivational, providing a blended and inclusive learning experience, embedded in the real-life work setting, helping support students with diverse learning needs.

Students attend theory sessions one day each week across each semester, where a scenario-based approach, guides learning and assessment strategies, ensuring all learning is centred around real-life situations.

It utilises a range of innovative learning, teaching and assessment strategies including a Practice Assessment Document, that formatively and summatively assesses work-based learning competencies. An e-portfolio using Pebble Pad is central to reflective learning and the provision of evidence to demonstrate developing competence. A range of other blended technologies are embedded in the programme including 'Safe Medicate' to facilitate numeracy and medicines management development and clinical skills.net to support clinical and care skill development. With Blackboard used for all modules for directed and e-learning activities including links to 'e-LfH's' e-learning for healthcare packages such as preventing falls in hospital and cultural competence.

Valuable learning experiences include the use of service users/carers and other professionals in both teaching and assessment strategies. With supportive development of clinical and care skills, occurring in the skills and simulation suite during 2 skills and simulated learning weeks each academic year. This will provide students with the opportunity to learn with student nurses

on the BSc (Hons) Nursing programme, allowing each to recognise and value the differing, but complementary skills they bring to patient care.

The programme uses the 2017 [Nursing Associate Curriculum Framework - hee.nhs.uk](http://hee.nhs.uk) to act as a structure on which to build learning. The eight domains of the of the curriculum document are visited across theoretical, work-based and work-related learning modules:

1. Professional values and parameters of practice
2. Person-centred approaches to care
3. Delivering care
4. Communication and interpersonal skills
5. Team-working and leadership
6. Duty of care, candour, equality and diversity
7. Supporting learning and assessment in practice
8. Research, development and innovation

The integration of the eight domains across the programme highlights the integrated nature of the required outcomes, allowing students to comprehensively develop the required knowledge, skills and attitudes.

14. Assessment strategy

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

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

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

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

Summative assessment is developmental, with opportunities for students to develop confidence in the assessment process, with similar assessment strategies appearing in different years of the programme. Assessment activities include: group and individual assessments, reflective writing, an unseen exam, OSCE, scenario-based care planning, an e-portfolio and e-poster. To promote inclusive, student-centred assessment, two theoretical modules include an element of choice of assessment strategy.

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

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

Formative assessment is featured across the programme. It plays a key role in student learning and achievement and students are strongly advised to engage with all formative activities in order to receive regular feedback on their progress, facilitating self-assessment of their achievement. Formative assessment is closely aligned to summative assessment, increasing

student confidence in achievement. Students will receive formative feedback from a number of sources including teaching staff, their Personal Academic Tutor, visiting lecturers and practitioners, service user and carers and from other students. A range of formative strategies are utilised including self-directed, e-learning, in-class activities and tests, practice presentations and tutorial support.

Assessment of work-based learning

As employees in health and care settings, assessment of work-based and work-related learning are central to the achievement of the programme aims and learning outcomes. Work-based learning is aligned to one 30 credit module, running across each of the academic years (FDNA1003 & FDNA2003). Running concurrently to the work-based learning modules, are work-related learning modules, with one 30 credit module, running across each of the academic years.

Assessment of FDNA1003 & FDNA2003 is facilitated by a Practice Assessment Document, providing opportunities for the formative and summative assessment of work-based learning across the two years of the programme. It provides a record of progression and achievement in the work environment.

The Practice Assessment Document utilises **the 2017 [Nursing Associate Curriculum Framework - hee.nhs.uk](http://www.hee.nhs.uk)** domains and outcomes, which must be achieved by the end of the programme. The assessment of competence via the Practice Assessment Document is pass/fail only.

All students are supported in the assessment of their work-based learning by a suitably qualified supervisor/mentor, who supervises the students learning.

While the primary responsibility for student assessment rests with the supervisor/mentor, at each formative review of practice the student, supervisor/mentor and a Zoned Academic meet to review the students' progress, with the Zoned Academic focusing on the development of the e-portfolio. This promotes robust and consistent arrangement for the assessment of work-based learning.

Formative reviews of work based learning is integral to and supports the summative practice assessment and is mandatory. There are 2 formative reviews each year in the primary placement and a formative review at the end of each alternative placement.

Summative assessment of work-based learning occurs once each year and requires 80% attendance for a pass grade to be awarded, with attendance sheets maintained to confirm attendance requirements are met. In year one students must be 'making satisfactory progress' in 75% of the outcomes to pass placement. At the end of year 2 all outcomes must be 'achieved' to demonstrate the required level of competence for professional practice as a Nursing Associate.

Each work-related module (FDNA1004 & FDNA2004), require students to maintain an e-portfolio on Pebble Pad. This reflective portfolio provides evidence to help support students claim for achievement of their outcomes in their work-based learning modules. It is also used summatively, with the submission of written evidence, reflecting on progression and achievement against the domains and outcomes.

Numeracy and medicines management assessment via 'Safe Medicate' is attached to the work-related learning modules (FDNA1004 & FDNA2004) and are pass/fail only with a pass mark of 80% required in both years. Formative assessment opportunities exist to practice 'Safe Medicate' tests. For students struggling to meet the required level of numeracy; support from the module team, practice supervisor/mentor and University study skills sessions exist.

Each element of FDNA1004 & FDNA2004 are non-compensatory.

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

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

15. Programme structures and requirements

Award Map for a Foundation Degree

Course Title: FdSc Nursing Associate

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDNA1001	Professional Values and Academic Skills	15	M	None
FDNA1002	Biosciences for Health and Care Practitioners	15	M	None
FDNA1003	The Developing Nursing Associate (work-based learning)	30	M	None
FDNA1004	Personal and Professional Development in the Practice Environment (work-related learning)	30	M	None
FDNA1005	Communication and Interpersonal Skills	15	M	None
FDNA1006	Planning and Delivering Person-Centred Care Across the Lifespan	15	M	None

Requirements at level 4

Students must take all the mandatory modules identified above. Students must successfully complete 120 credits in total at level 4.

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDNA2001	Promoting Health and Well-Being across the Lifespan	15	M	None
FDNA2002	Evidence-Based Contemporary Health and Care	15	M	None
FDNA2003	The Competent Nursing Associate (work-based learning)	30	M	None
FDNA2004	Personal and Professional Competence in the Practice Environment (work-related learning)	30	M	None
FDNA2005	Leadership and Team-Working in Health and Care	15	M	None
FDNA2006	Planning and Delivering Competent Person-Centred Care Across the Lifespan	15	M	None

Requirements at level 5

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

Students on the programme are employed by health and care organisations as Trainee Nursing Associates. Across the programme they will need to complete experiences in placements in hospital, at home and close to home. Their work setting is their primary placement, they will be required to work shifts as required by their employer, as well as accessing learning opportunities as they arise within the setting. They will also complete two alternative placements each year,

pre-planned by the work-based learning support team. These alternative placements are each 5 weeks long.

Theoretical modules require attendance at University one day each week. Work-based learning modules (FDNA1003 & FDNA2003) take place in the primary and alternative placements, with work-related modules (FDNA1004 & FDNS2004) providing 2 weeks each year of skills and simulated learning.

As employees of health and care organisations, all sickness and absence must be reported to them, in addition the work based learning support team must be notified and attendance sheets completed.

16. QAA and professional academic standards and quality

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

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

- [Foundation Degree Characteristics Statement](#) (QAA 2015)
- [Nursing Associate Curriculum Framework - hee.nhs.uk](#) (2017)

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

17. Support for students

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

Pre-programme

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

Induction

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

Personal Academic Tutoring

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

All students will be allocated a Personal Academic Tutor from within nursing team of lecturers. Opportunity will exist to meet Personal Academic Tutors during induction week, this early introduction is built on by regular meetings across the academic year. Three group tutorials sessions are scheduled for students to formally meet with their Personal Academic Tutor each year to facilitate sharing of experiences and provision of general professional and academic development. Additionally, students are required to arrange a minimum of one individual academic tutorial each year. These meetings are formally recorded, both via SOLE and within the students Practice Assessment Document.

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

Placement support

Prior to commencing their primary placement all students will have a joint Trust induction and preparation for work-based learning sessions. These will include professional responsibilities, expected conduct, introduction to the assessment of work-based learning documentation, policy and guidance. They will also complete an individual placement induction on the first day of their primary and alternative placements. This is documented in the Practice Assessment Document.

Students are supervised while completing work-based learning in their primary and alternative placements. Their supervisor/mentor in their primary placement has primary responsibility for supporting and supervising learning experiences, either directly or indirectly. The supervisor/mentor in their alternative placement, will provide written feedback on the students' performance which will contribute towards the overall assessment completed by the supervisor/mentor in their primary placement.

Work-based and work-related learning and assessment is further supported by:

- Practice facilitators/educators
- A Zoned Academic
- Work Based Learning Support Team
- Module leads and academic tutors
- Simulated learning opportunities

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

18. Admissions

Admissions Policy

This programme is aimed specifically at those currently currently, or on enrolment, be employed in a health or care setting, with applicants applying via their employing organisation for a Band 3 Trainee Nursing Associate role. They need to be employed in a setting where they can be appropriately supervised by a Registered Nurse or other appropriate health or care professional, with their application supported by the employing organisation.

As the Herefordshire and Worcestershire partnership 'test site', three NHS Trusts are supporting students to complete this programme: Worcester Health and Care NHS Trust, Worcestershire Acute Hospitals NHS Trust, 2gether NHS Foundation Trust. It is designed to facilitate those

working in these settings to access Higher Education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

Entry requirements

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

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

The programme accepts applicants with non-standard entry, considered on the basis of relevant work experience in a health and care setting, which demonstrate an ability to study at level 4 & 5. All applicants must demonstrate an ability to work at level 2 literacy and numeracy (for example have evidence of GSCE Grade C or above or equivalent including functional skills).

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

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

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

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

Please Note: As this is a test site programme, there will be no opportunities for completing RPL, all students must complete the full 2 year programme to be eligible to exit with an FdSc Nursing Associate

Admissions procedures

All applicants apply via their employing organisation, for a Band 3 Trainee Nursing Associate role. There is a national model Band 3 Trainee Nursing Associate job description available to facilitate this process. Prior to application candidates are advised to discuss their application with their line manager and to gain the support of their employing organisation.

Employers will short-list applicants in partnership with the course team.

Short-listed applicants will complete and submit a direct application form to the University of Worcester.

All shortlisted applicants will be required to attend and complete numeracy and literacy tests and to attend a values based selection event, held in partnership with employers at the University.

Admissions/selection criteria

The selection event involves the course team, practitioners and service users, supported by student ambassadors.

Applicants will be required to receive a pass grade in the numeracy and literacy tests.

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* (*Compassion in Practice, DH 2012*).

An individual interview with an academic and practitioner, marked using criteria mapped to the 6C's.

All places are conditional upon an Occupational Health Clearance.

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

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

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

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

- National 'test site' sharing progress workshops hosted by Health Education England (2017) - [Nursing Associate Curriculum Framework - hee.nhs.uk](http://hee.nhs.uk).
- A member of each cohort will be part of the Trainee Nursing Associates National Community of Practice, organised by Health Education England;
- Involvement of practice partners, service users, carers and families and students in the development of the Nursing Associate course. They will have on-going involvement in learning, teaching and as applicable in assessment activities;
- As a test pilot site, the programme will take part in on-going HEE monitoring and evaluation;
- Student evaluation through UW Course Experience Survey and National Student Survey (NSS);
- Annual Evaluation Report;
- External examiner for the programme who will have opportunity to visit work-based learning settings, meet students and supervisors/mentors and to review Practice Assessment Documents and e-portfolios;
- All primary and alternative placements will have a current learning environment profile (LEP) incorporating risk assessment and confirmation of health and safety requirements;
- Informal midpoint and formal, anonymous end of module evaluation by students. Module leaders will provide a formal response and action plan on Blackboard;
- Feedback sessions evaluating and reflecting on work-based learning experience. Formal opportunity to anonymously provide online evaluation of work-based learning experiences, which will be shared with practice facilitators, Zoned Academics and supervisors/mentors;

* Care, compassion, competence, communication, courage, commitment

- Practice Panel, convened by the course team, with an independent chair, will moderate a selection of Practice Assessment Documents each year and reviews all work-based learning fails to ensure work-based learning principles have been applied;
- Each cohort will have student academic representative (StAR) provided with training for the role by the student union;
- Course management committee meetings every semester;
- Institute of Health and Society student forum;
- Post examination board moderation providing opportunity to reflect on assessment activities, process and assessment marks of identified modules;
- Academic team engagement with the University's peer learning scheme;
- Members of the teaching team hold University Learning and Teaching Fellowship Status and Fellowship status with the Higher Education Academy;
- A Higher Education Academy (HEA) teacher-accredited course for new staff and promotion of membership of the HEA and NMC;
- Members of the academic team are external examiners;
- Staff development activity – including clinically focused courses, doctoral level study, support with research, publications and conference presentations.

20. Regulation of assessment

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

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements, with FDNA1003 and FDNA2003 requiring students to complete 80% attendance in the work-based setting to pass the module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- Where a work-based learning module (FDNA1003 and FDNA2003) is failed students will be offered one opportunity for reassessment only.
- Failure in the original and reassessment opportunity of a work-based learning module will result in discontinuation from the programme.

Requirements for Progression

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

Requirements for Awards

CERTIFICATE OF HIGHER EDUCATION (CERTHE) HEALTHCARE STUDIES	120 credits at Level 4 (including all mandatory modules) or higher
FOUNDATION DEGREE FdSc NURSING ASSOCIATE	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

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

21. Indicators of quality and standards

The Nursing Associate programme will be supported by the academic team involved in teaching the BSc (Hons) Nursing programme.

The Herefordshire and Worcestershire Partnership will employ a dedicated Nursing Associate practice facilitator/educator who will be supported in their role, by the wider practice facilitator/educator teams to facilitate student learning in the work setting. They will also employ a clinical tutor to support clinical skill development in the work-based setting and a project manager to collaborate with the work based learning support team, to facilitate a range of appropriate alternative placements.

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

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

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

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

Zoned Academics linked to specific placement areas, will support the educational development of students within the work-based learning setting. Additionally, they will complete annual Learning Environment Profiles for these placement areas, ensuring placement capacity, health and safety requirements and learning opportunities.

Completion of the FdSc Nursing Associate, will facilitate employment as a Band 4 Nursing Associate.

The BSc (Hons) Nursing is RAG (Red/Amber/Green) rated by HEE (West Midlands) as Green for recruitment to target and attrition. With nursing attrition currently less than 10% in 2016. A secure data-base is kept of all temporarily withdrawn students and all students who leave their

programme early are invited to meet with the programme team to discuss reasons for leaving. In 2016, there was a completion rate of 90.5%, with 14% gaining a first class honours degree.

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

National Student Survey for BSc (Hons) Nursing in 2016, had an overall response rate of over 80%, with an overall satisfaction of 85-89%.

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

22. Graduate destinations, employability and links with employers

All student enrolled on the Nursing Associate course, will normally be employed in local health and care environments as a Band 3 Trainee Nursing Associate. The development of the Nursing Associate course is an employer led course, as the Herefordshire and Worcestershire Partnership, with Worcester Health and Care NHS Foundation Trust being the lead partner. The course has been developed in recognition of the need by the NHS and the Department of Health for a regulated role that provides a bridge between the unregulated health care support worker and the Registered Nurse.

Graduate destinations

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

Progression to Linked Honours Degree/Top-Up Degree

The identified progression routes to an honours award are:

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

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

Student employability

All students are employed at the start of the course as a Band 3 Trainee Nursing Associate. As a work-based learning course, embedded in authentic working environments, the FdSc Nursing Associate prepares students to become competent, confident and compassionate Nursing Associates. With the knowledge, clinical and care skills and associated attitudes and behaviours to provide safe, responsive and effective person-centred care.

Links with employers

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

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

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

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

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