

Specification for the Higher Level Apprenticeship Nursing Associate

The Specification for Higher Level 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
2.	Qualifications	FdSc
3.	Level	Level 5
4.	Professional registration	On successful completion of the programme apprentices will be eligible to apply for Registered Nursing Associate 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. ST0508. 20 th November 2017
9.	Date of Apprenticeship Specification preparation/revision	March 2018

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 Masters 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 current Foundation Degree Nursing Associate is mapped against the Health Education England (HEE) [Nursing Associate Curriculum Framework](#) (HEE, 2017). The [Nursing Associate Apprenticeship Standards](#) (Skills for Health, 2017) are taken directly from the Nursing Associate Curriculum Framework and therefore the current programme will be mapped to the apprenticeship standards for the nursing associate.

11. Occupational Profile

The Nursing Associate is a highly trained support role to deliver effective, safe and responsive nursing care in and across a wide range of health and care settings. Nursing Associates work independently, and with others, under the leadership and direction of a Registered Nurse within defined parameters, to deliver care in line with an agreed plan. Nursing Associates will

have a breadth of knowledge and a flexible, portable skill set to serve local health populations, in a range of settings covering pre-life to end of life. The Nursing Associate apprentice must meet the 15 standards as set out in the Care Certificate, prior to taking their end point assessment.

Responsibilities and duty of the role: Working within the sphere of nursing the Nursing Associate delivers high quality person-centred care across health and social care settings. The Nursing Associate works within all aspects of the nursing process, taking account of the perspectives and pathways of individuals, their families and/or carers providing holistic and person-centred care to individuals, supporting the registered nurse in the assessment, planning, delivery and evaluation of care

12. Admission Requirements

Work-related entry requirements

Under UK Government requirements, Higher Level Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK.

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

Entry requirements for this programme are:

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

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

Apprentice's 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.**

Apprentices will be required to travel to and from work-based learning settings at their own expense. Apprentice's 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.

Please note: To be eligible to undertake the end point assessment, the apprentice must evidence that GCSE Grade 4/Level 2 equivalent in Maths and English

Disclosure and Barring Service (DBS) requirements

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. Apprentices 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 and verified by the university.

Admissions/recruitment procedures

All applicants apply via their employing organisation, for a trainee Nursing Associate role. Prior to application candidates are advised to discuss their application with their line manager and to gain the support of their employing organisation. Employers will short-list applicants in partnership with the course team. Short-listed applicants will complete and submit a direct application form to the University of Worcester. All shortlisted applicants will be required to attend a value based selection event, held in partnership with employers at the University.

Recruitment criteria

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

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

Prior to enrolment, apprentices, the employer and the apprentice Personal Academic Tutor will complete the University Commitment statement which will be undertaken in the apprentice workplace.

All apprentices must have Disclosure and Barring Service (DBS) clearance which will be undertaken by the university and Occupational Health Clearance which will be undertaken by the employer and verified by the University.

13. Structure of the apprenticeship

Apprentices will typically take 24 months to complete the apprenticeship during which they participate in training, development and on-going review activities. This is incorporated into the structure and delivery of this programme.

The requirements for this apprenticeship will follow the approved academic programme as articulated in the programme's award map and programme requirements (see Programme Specification, p10). To meet the Education and Skills Funding Agency requirements of 20% 'off the job' learning, the apprentices will typically complete 38% 'off the job' learning. This will be covered by the taught elements of the programme and the alternative placement hours.

Apprentices must have two alternative placements (minimum of 337.5 hours each year) outside of the normal workplace (primary placement) in order to demonstrate breadth of experience across settings and achieve the specific learning outcomes of the programme and this will be considered as 'off the job' learning. Two five week alternative placements are allocated each year totalling a maximum of 360 hours each year. Table 1 illustrates the structured learning activities of the programme.

Table 1. Structured Learning Activities

Structured Learning Activities – 3300 (excludes 75 hours for induction weeks)		
'On the Job' Learning	'Off the Job' Learning	
Primary Placement	Taught	Alternative Placements
2,040 hours	540 hours (excludes 75 hours induction weeks)	720 hours
2,040 hours =62%	1260 hours = 38%	

The modular delivery pattern for the apprenticeship is available at Annexe 1.

14. Knowledge, skills and behaviours

Higher level Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant Apprenticeship Standard.

The knowledge, skills and behaviours required by the [Nursing Associate Apprenticeship Standard](#) (Skills for Health, 2017) are taken from the [Nursing Associate Curriculum Framework](#) (HEE, 2017) and are integrated throughout the 8 domains. Each domain contains an overall learning outcome, which is described by a number of competence statements which are presented as;

- knowledge to be acquired and applied;
- practical skills to be demonstrated;
- attitudes and behaviours to be consistently displayed

The KSB's, required are therefore integrated and summatively assessed within the modules. (see Annexe 3).

15. Learning and teaching

The purpose of the Higher Level Apprenticeship is to develop the knowledge, skills and behaviours of the [Nursing Associate Apprenticeship Standard](#) in order to enable them to develop successful careers in healthcare and social care sector. Apprentices will study a range of modules which are illustrated in the Programme Specification (p5) and Annexe 1 (of this document).

Personal Academic Tutoring

Personal Academic Tutoring is central to supporting the apprentice personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to Apprentices success. All apprentices 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. During induction week, the Personal Academic Tutor will also provide one group tutorial to support the development of their e-portfolio for the work-based learning modules (FDNA1103, FDNA2103). Personal Academic Tutors will act as the first point of contact for Apprentice's experiencing problems or concerns arising while at university, offering signposting to wider University support services. They promote the academic and professional development for the apprentice, and provide the official University reference for their apprentice.

The Personal Academic Tutor will also liaise with the mentor and the apprentice in their primary placement ('on the job' learning) to develop and monitor their learning and ongoing progress in their Individual Learning Plan. Ongoing monitoring will be undertaken quarterly to track progress and achievement in the Individual Learning Plans and e portfolio.

All meetings are formally recorded, both via SOLE and within the Apprentice's Practice Assessment Document.

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 FDNA provides an integrated approach to developing and assessing the skills, knowledge and behaviours across a range of modules within the programme. Individual module assesses the knowledge, skills and behaviours of the 8 domains in the Nursing Associate apprenticeship standard. The work based learning modules (FDNA1103, FDNA2103) and work-related modules (FDNA1104 & FDNA2104) assess knowledge, skills and behaviours across all the domains and outcomes. All modules contribute to the assessment of knowledge, skills and behaviour outcomes and summative assessment points are shown in the course planner.

To complete the apprenticeship, apprentices are required to complete an independent end-point assessment (see below). To prepare apprentices for this assessment they will be required to maintain an e portfolio of evidence that maps to the 8 domains and outcomes in the [Nursing Associate Apprenticeship Standard](#). The e portfolio will need to include two reflective case studies as evidence of meeting the knowledge, skills and behaviours within the 8 domains. This will be summatively assessed each academic year via an oral examination. Apprentices are also required to be summatively assessed by their mentor in their primary

placement using a Clinical Practice Assessment document (FDNA1103 & FDNA2103). In addition, the work-based related modules (FDNA1104 & FDNA2104) includes an Observed Structured Clinical Examination (OSCE) and this will prepare them for the 60-minute observation assessment.

Individual Learning Plans will be maintained and learning, ongoing progress and achievement will be monitored quarterly by the employer and the university and these reviews are scheduled in the Programme Planner.

Gateway to end point assessment: Before going forward for the end-point assessment, the apprentice must have completed the Foundation Degree Nursing Associate programme and must 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 to satisfy the Gateway process. The employer in consultation with the University will then put the apprentice forward for the end-point assessment when all gateway requirements have been met and after determining the readiness of the apprentice.

End-point assessment: The purpose of this assessment is to test (in a synoptic way) the values, skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard and to confirm that the apprentice is occupationally competent.

The assessment is undertaken by an independent assessor who has not been involved in any on-programme training, development or on-programme review/assessment of the apprentice or be involved with the apprentice as an employer/manager. The independent assessor will be from independent end-point assessment organisations on the Education and Skills Funding Agency's Register of Apprenticeship end-point Assessment Organisations.

The assessment may take place in the apprentice's normal place of work or at suitable premises (for e.g. individual's home, a GP practice, hospital ward, Accident and Emergency Department, mental health or learning disability services) organised by the end-point Assessment Organisation.

The end point assessment is assessed in two parts and each part must be passed to achieve apprenticeship status. This will consist of a **60-minute observation in practice** (which is undertaken first) followed by a **90-minute professional discussion** based on two unseen scenarios to assess the knowledge, skills and behaviours across the 8 domains (see annexe 3).

The end point assessment is graded as a fail/pass or merit using the grading criteria in the [Nursing Associate Apprenticeship Standard. Level 5 Assessment Plan](#). On successful completion of the end point assessment, the apprentice will be a competent and job-ready Nursing Associate.

Re-takes: Apprentices are only required to retake the element of the end-point assessment they have failed. Re-takes are permitted after 1 month and within 6 months but not after 6 months. (unless the apprentice is deferred due to extenuating circumstances). The apprentice will only be allowed to re-take the end-point assessment twice within the permitted 6 months.

Annexe 4 illustrate the stages of programme assessments leading to end point assessment and trainee Nursing Associate Apprenticeship assessment flowchart in Annexe 5.

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)

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

[Nursing Associate Apprenticeship Standard. Level 5 Assessment Plan](#) (Skills for Health, 2017)

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

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
FDNA1001	Professional Values and Academic Skills (15c)	Appropriate relevant clinical experience
FDNA1002	Biosciences for Health and Care Practitioners (15c)	Appropriate relevant clinical experience
FDNA1103	The Developing Nurse Associate (Work-based learning (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio
FDNA1104	Personal and Professional Development in Practice Environment (Work related Learning) (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio Alternative Placements

Year 1 Semester 2		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
FDNA1103	The Developing Nurse Associate (Work-based learning (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio
FDNA1104	Personal and Professional Development in Practice Environment (Work related Learning) (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio
FDNA1005	Communication and Interpersonal Skills (15c)	Appropriate relevant clinical experience
FDNA1106	Planning and Delivering Patient Centred Care across the Lifespan (15c)	Appropriate relevant clinical experience

Year 2 Semester 1		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
FDNA2001	Promoting Health and Well-Being across the Lifespan (15c)	Appropriate relevant clinical experience
FDNA2002	Evidence-Based Contemporary Health and Care (15c)	Appropriate relevant clinical experience
FDNA2103	The Competent Nursing Associate (Work-based learning (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio
FDNA2104	Personal and Professional Competence in the Practice Environment (Work related Learning) (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio

Year 2 Semester 2		
Module Code	Module title (and credit value) 'off-the-job' learning	'On-the-job' Work based Activities
FDNA2103	The Competent Nursing Associate (Work-based learning (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio
FDNA2104	Personal and Professional Competence in the Practice Environment (Work related Learning) (30c) Work based learning - Alternative Placements	Work based learning (Primary Placement) Clinical Practice Assessments E-portfolio
FDNA2005	Leadership and Team-working in Health and Care (15c)	Appropriate relevant clinical experience
FDNA2106	Planning and Delivering Competent Person-Centred Care across the Lifespan (15c)	Appropriate relevant clinical experience

Year 2- On completion of FD Nursing Associate – End point assessment

End Point Assessment Requirements (list)

This comprises of 2 elements and each element must be achieved to pass

1. 60-minute observation of clinical practice in the apprentice's workplace.

KSB's will be assessed within the following domains

- D2. Person-centred approaches to care
- D3. Delivering nursing care
- D5. Team-working and leadership
- D6. Duty of care, candour equality and diversity

2. 90-minute professional discussion

2 unseen scenarios will be used to assess KSB within the following domains

- D1. Professional values and the parameters of practice
- D2: Person-centred approaches to care
- D3' Delivering nursing care
- D4. Communication and inter-personal skills
- D5. Team-working and leadership
- D6. Duty of care, candour equality and diversity
- D7: Supporting learning and assessment in practice
- D8: Research, development and innovation

Normally 24 months from commencement of apprenticeship

Annexe 2 Breakdown of hours allocated to aspects of the apprenticeship (excludes induction weeks)

Year of course	Taught and scheduled Learning and Teaching Activities (off-the-job)	Work based learning (on-the-job)	Directed learning activities (Portfolio, ILP)	Total
Year One	38% of contracted hours Taught sessions Directed Study Self-Directed Study Assessment Preparation (270 hrs) Clinical practice hours in alternative placements (360hrs)	62% of contracted hours (1,020 hours) Clinical practice hours in primary placements (1,020 hours) Clinical Practice Assessments	NA	1,650
Year Two	38% of contracted hours Taught sessions Directed Study Self-Directed Study Assessment Preparation (270 hrs) Clinical practice hours in alternative placements (360hrs)	62% of contracted hours (1,020 hours) Clinical practice hours in primary placements (1,020 hours) Clinical Practice Assessments	NA	1,650
Total	1,260hours	2, 040 hours	NA	3,300

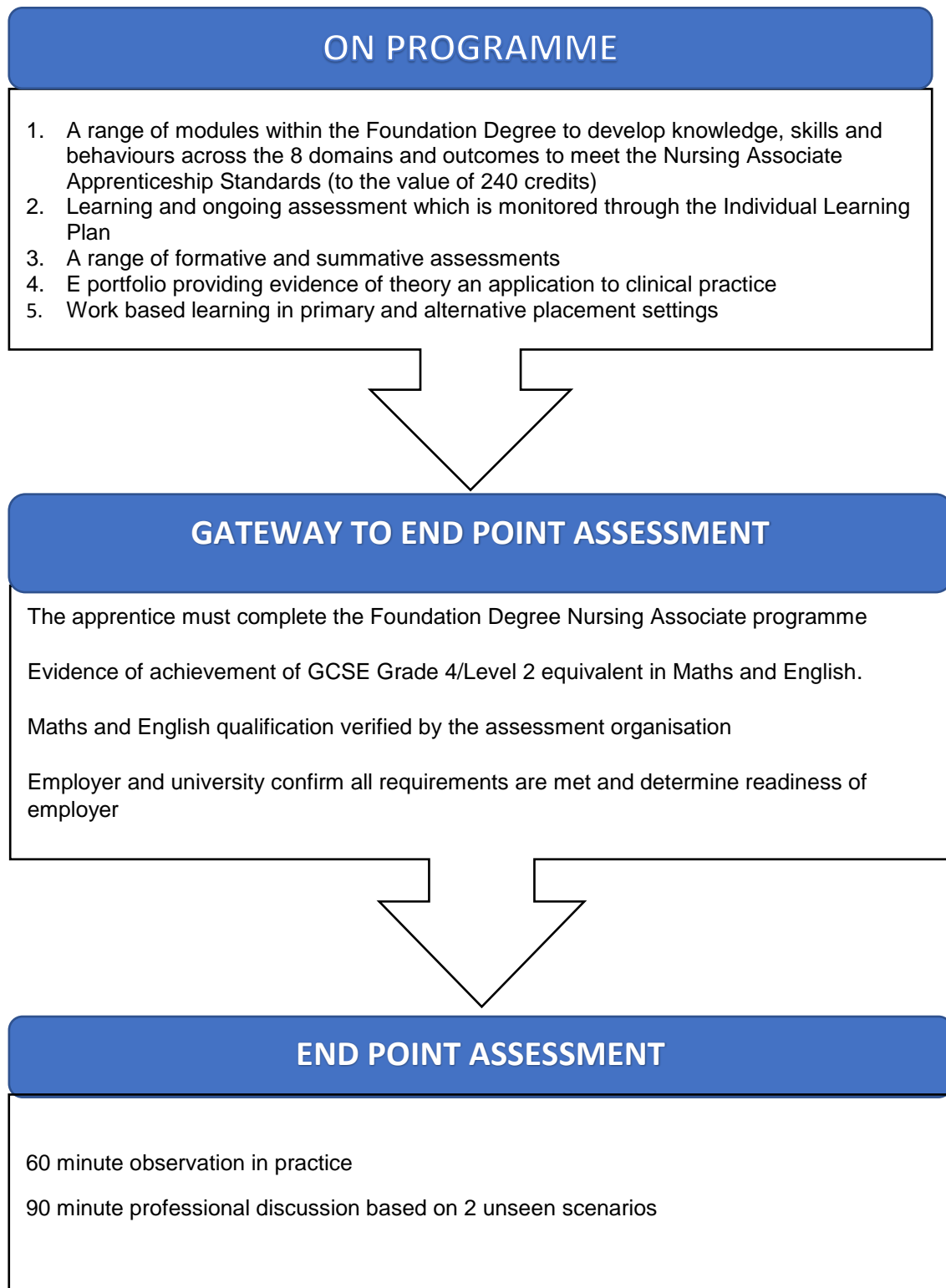
Annexe 3: Nursing Associate Apprenticeship Standards mapped against Programme Modules

DOMAINS	YOU WILL BE ABLE TO	YOU WILL KNOW AND UNDERSTAND	Level 4 Year 1	Level 5 Year1
1. Professional values and parameters of practice	<ul style="list-style-type: none"> Apply and promote safe and effective practice that places the individual and/or family/carer at the centre of care, in a manner that promotes individual wellbeing and self-care Display a personal commitment to professional standards and ethical practice, operating within national and local ethical, legal and governance requirements Act as a role model for others acting with probity and personal integrity in all aspects of practice, be truthful and admit to and learn from errors 	<ul style="list-style-type: none"> How to exercise personal responsibility and work independently within defined parameters of practice, legislation and local policies The limits of the role and when to escalate concerns and seek support The responsibilities and professional values of a nursing associate and the nursing profession The importance of personal health, resilience and wellbeing on personal performance and judgement 	FDNA1001 FDNA1103 FDNA1104	FDNA2103 FDNA2104
2. Person-centred approaches to care	<ul style="list-style-type: none"> Deliver holistic, person centred nursing care Engage actively with individuals, their families and/or carers by establishing their needs, wishes, preferences and choices and incorporate these into care planning Ensure the rights of individuals are upheld and facilitate the resolution of any conflict arising Act independently and in partnership with others to: ensure that the rights of individuals are not overlooked or compromised; and resolve conflict in situations where there may be refusal of care by individuals or their families 	<ul style="list-style-type: none"> The principles of nursing practice in the assessment, planning, delivery and evaluation of care The principles of person centred care including consent How to manage appropriate relationships with individuals and carers How person-centred care enables individuals to be equal partners in their care How to safely adapt care or support plans to reflect changing need(s)re 	FDNA1103 FDNA1104 FDNA1106	FDNA2103 FDNA2104 FDNA2106
3. Delivering nursing care	<ul style="list-style-type: none"> Deliver planned intervention under the direction of Registered Nurse without direct supervision delivering care, at time, independently in line with an agreed and defined plan of care Support healthcare professionals to assess, plan, deliver and evaluate care Recognise and act upon including escalating where necessary, in a timely manner, early signs and/or 	<ul style="list-style-type: none"> The appropriate diagnostic, decision making and problem-solving skills needed to support the registered nurse or other appropriate healthcare professional The structures and functions of the human body Common physical, mental health and learning disability conditions 	FDNA1002 FDNA1103 FDNA1104 FDNA1106	FDNA2001 FDNA2103 FDNA2104 FDNA2106

	<p>deterioration using appropriate physiological or psychological assessments and observations</p> <ul style="list-style-type: none"> • Safely administer medication • Safely use invasive and non-invasive procedures, medical devices, and therapeutic, technological and pharmacological interventions • Work safely and learn from the assessment and evaluation of health and care related incidents • Raise health risks for discussion with individuals and undertake brief interventions (including key messages for major lifestyle risk factors) and assess evidence of effective interventions 	<ul style="list-style-type: none"> • Infection prevention and control • The principles and practice of medicine management including: <ul style="list-style-type: none"> • <i>the management of adverse drug events, adverse drug reactions, prescribing and administration errors and the potential repercussions for individuals, their families/carers, teams, departments and organisations</i> • <i>the statutory requirements in relation to mental health, mental capacity, children/young people and medicines, national service frameworks and other guidance</i> • Concepts of behaviour change in health promotion, wellbeing and addressing health inequalities 		
4. Communication and interpersonal skills	<ul style="list-style-type: none"> • Communicate complex, sensitive information effectively and improve communication using a range of strategies with regard to person-centred care, duty of care, candour, equality and diversity to reduce conflict and complaints • Handle information and data in line with national and local policies and legislation 	<ul style="list-style-type: none"> • How to communicate with individuals, considering wide range of options and channels focusing on delivering and improving health and care services • The legislative, policy and local requirements and ways of working with information and data in relation to accuracy of recording, reporting, secure storage and confidentiality 	FDNA1103 FDNA1104 FDNA1005 FDNA1106	FDNA2103 FDNA2104 FDNA2106
5. Team-working and leadership	<ul style="list-style-type: none"> • To lead peers and others where appropriate • Use reflection to improve personal performance • Work effectively with others in teams and/or networks to deliver and improve services • Contribute to planning, management and optimisation of resources to improve services and promote equity in access to services • Contribute to and support quality improvement and productivity initiatives in the workplace 	<ul style="list-style-type: none"> • The supervisory and leadership opportunities and roles for a nursing associate • The principles of working with others to deliver and improve services • Quality and service improvement, including the focus on unwarranted variation as a way of ensuring the right care in the right place at the right time • Health and social care leadership frameworks 	FDNA1103 FDNA1104	FDNA2103 FDNA2104 FDNA2015

<p>6. Duty of care, candour, equality and diversity</p>	<ul style="list-style-type: none"> • Safeguard and protect vulnerable adults and children • Manage tensions and conflicts between an individual's rights and a duty of care Demonstrate the ability to treat all individuals, carers and colleagues with dignity and respect for their diversity, beliefs, culture, needs, values, privacy and preferences. • Demonstrate respect, kindness, openness, compassion and empathy for all individuals, carers and colleagues with the workplace and wider organisations 	<ul style="list-style-type: none"> • The legislation and principles underpinning safeguarding, duty of care, equality and diversity and the need for candour and the ways in which you are able to avoid acts or omissions which can reasonably be foreseen as likely to cause harm • The ways in which individuals can contribute to their own health and well-being and the importance in encouraging and empowering people to share in and shape decisions 	<p>FDNA1001 FDNA1103 FDNA1104 FDNA1106</p>	<p>FDNA2103 FDNA2104 FDNA2106</p>
<p>7. Supporting learning and assessment in practice</p>	<ul style="list-style-type: none"> • Act as a role model in terms of ongoing learning and development of professional knowledge, skills and capabilities • Demonstrate the skills required for career-long CPD • Promote and actively support, leading where appropriate, training, teaching, learning, supervision and assessment within the workplace • Contribute to the education and promotion of health and wellbeing in individuals, their families and/or carers 	<ul style="list-style-type: none"> • The importance of Continuing Professional Development to ensure professional knowledge and skills are kept up to date. • The educational theories that underpin learning and teaching in the clinical environment including health promotion and its impact on individuals • A knowledge of teaching, learning and assessment in the design and delivery of peer learning 	<p>FDNA1103 FDNA1104</p>	<p>FDNA2103 FDNA2104</p>
<p>8. Research, development and innovation</p>	<ul style="list-style-type: none"> • Apply critical analytical skills in a research/audit/service improvement context, working within an ethical framework • Contribute effectively to evidence-based audit procedures, research, development and innovation in the delivery of health and care. • Adhere to all ethical, legal, governance and quality assurance frameworks that pertain to research, development and innovation 	<ul style="list-style-type: none"> • The role of research, innovation and audit in improving the quality of patient safety and nursing care • Methods of research and audit in their area of work and how these are used to interpret and apply new knowledge in health and social care. • The role of statutory and advisory regulatory bodies and the concept of evidence-based practice and how these support service improvements. 	<p>FDNA1103 FDNA1104</p>	<p>FDNA2002 FDNA2103 FDNA2104</p>

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



Annexe 5: Assessment Flowchart – Nursing Apprenticeship Standards (Skill for Health, 2017)

