

<b>Programme Title and Name of Award</b>	FdSc Nursing Associate		
<b>Academic Level</b>	Level 5	<b>Total Credits</b>	240
<b>Professional Body Accreditation / Qualification</b>	Nursing and Midwifery Council (NMC) – Student nursing associates must successfully complete an NMC approved pre-registration programme in order to meet the Standards of proficiency for nursing associates and to be eligible to apply and be entered onto the NMC register.		
<b>Date of Professional Body Accreditation</b>	Pending	<b>Accreditation Period</b>	January 2020-December 2024
<b>UCAS Code</b>			
<b>HECoS Code</b>	100290		
<b>Criteria for Admission to the Programme</b>	<p>The University’s standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/nursing-associate/">https://www.cumbria.ac.uk/study/courses/undergraduate/nursing-associate/</a></p> <p>The following additional requirements apply for entry to this programme: The NMC (2018) stipulate that together with practice learning partners we must confirm on entry to the programme that students:</p> <ul style="list-style-type: none"> <li>• demonstrate values in accordance with the code (NMC,2018)</li> <li>• have capability to learn behaviours in accordance with The Code</li> <li>• have capability to develop numeracy skills required to meet programme outcomes</li> <li>• can demonstrate proficiency in English language</li> <li>• have capability in literacy to meet programme outcomes</li> <li>• have capability for digital and technological literacy to meet programme outcomes</li> </ul>		

	<p><u>University selection criteria</u></p> <p>Certificates must be provided to prove English (Language) and Maths to GCSE grades 4-9 or Functional Skills Level 2.</p> <p>NVQ level 3 or equivalent portfolio of evidence (as determined by the programme leader) please refer to the <a href="#">applicant information</a> pages of the university website for more information.</p> <p>For APL, please refer to the university website. Each candidate will be dealt with on a case-by-case basis. A maximum 50% programme can be APL (NMC requirements)</p> <p><u>International students</u> require an IELTS certificate that confirms a minimum score of 6.5 in writing alongside a minimum of 7.0 in reading, listening and speaking, so long as the minimum overall score of 7.0. Alternatively, an OET examination certificate that confirms achievement of at least a B grade in the writing, reading, listening and speaking sections. (Access NMC link for more information) <a href="#">English language NMC requirements</a></p> <p><u>Personal statement</u></p> <p>Applicants should demonstrate their motivation for the programme and reflect upon any practical experience they have gained. Experience in a setting that encompasses caring and/or interpersonal skills in either a formal or informal context is essential.</p> <p><u>Interviews</u></p> <p>Applicants will be interviewed using the NHS values based recruitment (VBR) (see link below for further information). <a href="http://www.hee.nhs.uk/our-work/attracting-recruiting/values-based-recruitment">http://www.hee.nhs.uk/our-work/attracting-recruiting/values-based-recruitment</a></p> <p>Places are offered following a successful interview with practice partner representatives. Service users will also contribute to this process. Offers are subject to satisfactory entry requirements, satisfactory disclosure and barring service (DBS) check and occupational health medical clearance. This will be facilitated by the University. You will be advised of the process and procedures when a provisional offer of place is made. Prompt completion of online processes and return of forms and ID documents is crucial and compliance is carefully monitored by staff to ensure Fitness to Practice as required by the NMC.</p> <p><u>NMC Reference</u></p> <p>As part of the Nursing and Midwifery Council’s fitness to practice requirements <a href="https://www.nmc.org.uk/concerns-nurses-midwives/fitness-to-practise-a-new-approach/">https://www.nmc.org.uk/concerns-nurses-midwives/fitness-to-practise-a-new-approach/</a>, information on a candidates good character is sought in cases where the original employer reference does not satisfy this requirement. This reference must be from a current/most recent employer or a programme tutor if an employer is not available.</p>
<b>Teaching Institution</b>	University of Cumbria
<b>Owning Department</b>	Nursing Health and Professional Practice

<b>Programme delivered in conjunction with</b>	Local NHS, private Voluntary and independent organisations who have signed a partnership agreement
<b>Principal Mode of Delivery</b>	Blended Learning and work based learning
<b>Pattern of Delivery</b>	Full time This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader
<b>Delivery Site(s)</b>	Lancaster; Barrow; Carlisle and partner organisations
<b>Programme Length</b>	Standard: 2 years Maximum: 6 years according to University academic regulations 2018/19
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. <ul style="list-style-type: none"> <li>• Certificate of Higher Education in Healthcare Studies on completion of 120 CAT points level 4 (with or without QPU)</li> <li>• FdSc in Healthcare Studies on completion of 120 CAT points level 4 and 120 CAT points level 5 (without both QPUs)</li> </ul>
<b>Period of Approval</b>	January 2020 - December 2024
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/nursing-associate/">https://www.cumbria.ac.uk/study/courses/undergraduate/nursing-associate/</a></p>	

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

The FdSc Nursing Associate Programme has been developed to provide an outcome based programme of academic and clinical proficiencies that will develop the wide-ranging skills and capabilities required to support the role of the registered nurse. In order to address the staff shortages in nursing the Nursing Associate role has been introduced. It is an exciting new career which aims to bridge the gap between health and care assistants and registered nurses, providing a progression route into graduate level nursing. The role is competency based, supported and supervised by appropriately qualified staff, enabling you on qualification to join the NMC register of Nursing Associates. The role is generic, working across adult, child, mental health and learning disabilities to provide high quality, safe effective person-centred across the lifespan in a diverse range of settings.

The programme builds on the traditions, experience and values of a nursing profession that looks to the provision of the highest quality, person-centred care in the 21st century. In a fast-paced world of change, the programme places compassionate care at its core whilst promoting the enthusiastic adoption and promotion of those technologies and innovations that support improvements in patient care and service improvement. The programme has opportunities for nursing associates

to progress and develop their careers and to prepare students for a variety of roles. They will work under the leadership and direction of registered nurses providing high quality holistic and person-centred care to individuals whilst supporting the registered nurse in the assessment, planning implementation and evaluation of care. The programme aims to produce compassionate, competent and confident nursing associates at academic level 5, qualified to deliver a wide range of clinical care and inter-personal skills, underpinned by a systematic knowledge base. They will be able to practice safely and effectively within their parameters of practice, demonstrating appropriate values and behaviours in a wide range of health and care settings.

The programme is a collaborative development with clinical partners in meeting both local and national demands of the healthcare workforce to meet patients' needs and expectations now and in the future; with employability and enterprise skills development integral to the programme. The students can provide care for people of all ages and from differing backgrounds, cultures and beliefs. They provide care for people who have mental, physical, cognitive and behavioural care needs across the lifespan including those living with dementia, the elderly and for people at the end of their life. They must be able to care for people in their own home, in the community or hospital or in any other healthcare settings where their needs are supported and managed. They work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation and rapidly evolving technologies. Increasing integration of health and social care services will require nursing associates to play a proactive role in multidisciplinary teams. The nursing associate role is generic and nursing associate students are required to demonstrate an awareness of how requirements may vary across different health and care settings.

Your curriculum will provide an equal balance of theory and practice learning. Theory time will consist of a variety of teaching, learning and assessment methods. As this is a new programme, it is important that both nurses and nursing associates have a shared understanding of each other's roles. In order to facilitate this there may be occasions when core learning will be undertaken together, to share experiences and develop collaborative working practices, whilst recognising the unique contribution of each role. The University adopts a blended learning approach whereby some of your theory (20%

minimum, NMC, 2018) will involve coming into university for face to face teaching, working independently and in small groups, developing clinical skills and competency through scenario based activities in the high-fidelity simulation suite, practicing simulation of clinical skills, whereas some theory will be given to you to complete as workbooks, guided independent study, on-line, self-directed study, reading, preparing for assessments. Assessments of theory will be undertaken in a variety of ways, eg exams, written academic assignments, written reflections/portfolios; presentations, objective structured clinical examinations (OSCEs), meeting the NMC theory hours requirement (NMC, 2018).

Practice learning will take place in a variety of clinical practice experiences. Over the 2 year period of the programme you are required to spend 1150 hours minimum (Nursing and Midwifery Council, 2018) in practice experience in order to gain a range of clinical experiences, caring for different client groups, with a variety of health and social care professionals in order to gain competence in the Standards of proficiency for Nursing Associates, (NMC 2018).

On practice experience a 'hub and spoke' model will be adopted - You will be allocated to a 'hub' practice setting. In discussion with your practice supervisor and assessor you will be guided to access appropriate 'spoke' experiences or 'short visits' in order to enhance learning, gain an understanding of other healthcare professional roles and to follow the patient journey to ensure all required proficiencies can be achieved. The 'Hub and Spoke' model will be implemented in partnership with the employer and University Practice experience Unit (see Practice Learning handbook for more information).

It is envisaged that you will achieve all proficiencies in your Nursing Associate Practice Assessment Document (NAPAD) 1 before progressing to part 2, or part 2 to registration. A failed practice assessment will be allowed one further attempt to recoup the fail.

You will be allocated a practice supervisor in each practice setting and a practice assessor for each part of the programme (year 1 and year 2). They will be responsible for supporting your learning in practice and assessing your acquisition of skills and achievement of NMC proficiencies in clinical practice. You will also be allocated a University academic assessor who will monitor your progress in your assessed practice. You will have a different academic assessor allocated for each part of the programme. The academic assessor role is for a defined period of time whereas your Personal Tutor provides support for the whole duration of the programme (see later section on Personal Tutor role). Your practice assessor will meet with your academic assessor at the end of each year to agree your level of proficiency and progression to part 2 or registration with the NMC. This will include making judgements about your attitudes, professionalism, good health and character as well as clinical proficiencies and academic achievements.

University academic assessors and Practice Education Facilitators (PEFs) support both you and your practice supervisors/assessors in the practice settings. The majority of theoretical work is linked to your practice in some way and practice supervisors and assessors will explore your underpinning knowledge, and also how your personal and professional characteristics impact on your performance.

### **Physical and Mental Health and Wellbeing**

Whilst on programme to become a registered Nursing Associate you will focus on physical and mental wellbeing issues reflected in both clinical proficiencies and domains underpinning the curriculum. Equally it is essential that you are aware of your own wellbeing: *Understand the demands of professional practice and demonstrate how to recognise the signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health, (Platform 1.5, NMC, 2018).* Students are encouraged to look after themselves in terms of sleep, exercise, diet, developing resilience and good mental health. You are also required to sign a declaration of good health and good character, both at the beginning of the programme and annually, (NMC, 2018) confirming your continued fitness to practice.

The University encourages all students to access the health and sports facilities across our sites. The University also has a comprehensive Psychological Wellbeing Service which offers counselling, therapy and mental health monitoring. As a Nursing Associate student, you can self-refer to any of these

services from the on-line Hub.

As a student on a healthcare professional course you will be required to engage in self-reflection. This will enable you to explore values, attitudes, feelings and perceptions of yourselves and others. You will learn through exploration and interpretation of experiences and knowledge, relating these to your sense of self, others and place of work. As well as being an opportunity for learning from your experiences, reflection will help you to be more self-aware, to strengthen resilience and to recognise signs of vulnerability in yourself and others, (NMC, 2018)

### **Innovation and Entrepreneurship**

The University of Cumbria has a track record of delivering a high-quality BSc (Hons) Nursing programme. This is in part due to the success of its collaborative partnerships with NHS and independent service providers, for example the Degree apprenticeship pathway for adult nursing developed with local Trusts using the 'Cumbria Model', (Smith, Moore and Mawson, 2018). This innovative approach, utilising the principles of entrepreneurship will be reflected in the Nursing Associate programme.

This programme will prepare you to plug the identified gap in the workforce and allow you to work within a range of healthcare settings with a range of clients in this generic role.

### **Environment and Sustainability**

You will have the opportunity to consider different concepts of health and social care and how these relate to local organisations and communities. Given the geography of the area that the University of Cumbria serves there is a vast range of rural landscape to small industrial and seaside towns. In terms of health needs there are areas of affluence and areas of poverty and deprivation associated with differing health needs. Collaborating with others you will explore and develop insights into the needs of individuals and certain population groups and the impact of social, cultural and political influences.

### **Creativity and Leadership Skills**

Nursing Associate students will be encouraged to reach both their academic and professional/practice potential. Throughout your programme of study, you will embrace the concept of leadership in both academic and practice learning and in a personal way, recognising that it is a fundamental part of personal professional practice, and working with colleagues.

Focussing upon the importance of effective leadership, you will be able to address contemporary management and leadership issues at all levels. Although you will be working under the leadership of the registered nurse you will still have a degree of autonomy and by applying your professional judgement will be able to make decisions within your limitations, be responsible for care delivery and the supervision of others and determining the necessary parameters of practice.

Supported by the University's Teaching, Learning and Assessment Strategy (2017-2022) the range of teaching and assessment methods across the programme will encourage creativity and innovation.

### **Employability and Graduate Skills**

Our University of Cumbria student graduate attributes recognise the importance of students being self-reliant, adaptable and flexible in their thinking and practice. This is reflected in you developing and enhancing your skills of enquiry, openness to change and quality improvement. Supported by programme and module lecturers, library and academic services, you will develop critical thinking, an ability to appraise evidence and the associated searching skills to determine quality of the papers you read. This will develop your confidence in both academic writing and problem-solving skills.

Through the development of reflective practice, and growth of insights and understanding into patient narratives and experience you will be encouraged to explore ways that evidence-based practice can facilitate positive and beneficial interventions accordingly.

Inherent to the programme is the linking of relevant theory to academic practice. Close relationships between you, your practice supervisor, assessor and the university will foster this relationship further

and ensure that you are competent, confident and fit for purpose for the role of Nursing Associate

Current students on nursing graduate programmes from the University of Cumbria have 100% employability. Throughout the programme you will develop the necessary skills, knowledge and attributes for the role of Nursing Associate. By the end of programme, you will be familiar with the concept of reflective practice, lifelong learning and will have a comprehensive portfolio. You will have a repertoire of clinical skills which you will be able to transfer and adapt appropriately enabling you to work in a variety of healthcare settings. You will have access to the University careers service who will support you with job searching, applications and interview techniques. Further opportunities will be available to you through Continuing Professional Development (CPD) routes and you will be able to access the BSc Nursing programme, with successful completion of this programme accounting for 50%.

### **Partnerships with Industry and community**

Underpinned by the Learning, Teaching and Assessment Strategy you will explore individually and collaboratively, problems and dilemmas associated with local and national cultures, critically evaluating theories and policies that can have an impact on the wellbeing of individuals and the wider community, recognising the importance of developing partnerships, especially within those that you may be caring for and the various disciplines that are supporting the process. As part of both academic and theoretical components of the programme you will be required to develop interpersonal relationships within and across organisational boundaries in facilitating effective multi-disciplinary teamwork with patients. You will be encouraged to develop networking skills, enhancing your ability to work in this collaborative manner. Studying both individually and together with peers, you will experience and recognise the benefits of developing meaningful and worthwhile relationships within their respective teams and the wider organisation which these are situated.

## **Aims of the Programme**

The overall aims of the Programme are:

1. To ensure Nursing Associates are capable of providing safe and effective care, (NMC, 2018)
2. To confirm that Nursing Associates are compassionate, competent and confident.
3. To equip Nursing Associates to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base.

Specifically our aim is to prepare you for eligibility to be admitted to the NMC register for Nursing Associates through:

- Achievement of all theoretical and practice learning outcomes
- Achievement of the NMC Standards of proficiency for Nursing Associates (2018)
- Demonstration of good health and good character

The programme aims to develop your general professional and specialist interest in, knowledge and understanding of and proficiency of the NMC Platforms in:

1. **Being an Accountable Professional** – Nursing associates act in the best interests of people, putting them first and provide nursing care that is person-centred, safe and compassionate. They act professionally at all times and use their knowledge and experience to make evidence-based decisions and solve problems. They recognise and work within the limits of their competence and are responsible for their actions
2. **Promoting health and preventing ill-health** – Nursing associates play a role in supporting people to improve and maintain their mental, physical, behavioural health and wellbeing. They are actively involved in the prevention of and protection against disease and ill health, and

engage in public health, community development and in the reduction of health inequalities

3. **Provide and monitor care** – Nursing Associates provide compassionate, safe and effective care and support to people in a range of settings. They monitor the condition and health needs of people within their care on a continual basis in partnership with people, families and carers. They contribute to ongoing assessment and can recognise when it is necessary to refer to others for reassessment.
4. **Working in teams** – Nursing Associates play an active role as members of interdisciplinary teams, collaborating and communicating effectively with nurses, a range of health and care professionals and lay carers.
5. **Improving safety and quality of care** – Nursing Associates improve the quality of care by contributing to the continuous monitoring of people’s experience of care. They identify risks to safety or experience and take appropriate action, putting the best interest, needs and preferences of people first.
6. **Contributing to integrated care** – Nursing Associates contribute to the provision of care for people, including those with complex needs. They understand the roles of a range of professionals and carers for other organisations and settings who may be participating in the care of a person and their family, and their responsibilities in relation to communication and collaboration.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University’s Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University’s provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

The learning outcomes identified within the programme have been taken from the Descriptors outlined in the FHEQ (QAA 2014, available at [https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781\\_16](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16) )

The programme outcomes are also mapped to the NMC Platforms as in the appendix

### After 120 credits of study (CertHE) you will be able to demonstrate:

**K1.** Knowledge of the underlying concepts and principles associated with their area of study, including demonstrating the ability to evaluate and interpret these within the context of the area being studied.

**K2.** Sound knowledge of the basic concepts of the underlying principles and concepts necessary to support their role as a Nursing associate.

**K3.** The ability to present, evaluate and interpret qualitative and quantitative data, in order to make sound judgements in accordance with basic theories and concepts linked to their own area of study.

### After 240 credits of study (FdSc) you will be able to demonstrate:

**K4.** Knowledge and critical understanding of the well-established principles of their areas of study, and the way in which those principles have developed.

**K5.** Knowledge of the main methods of enquiry in the relevant subject to the nursing associate programme, and have the ability to critically evaluate evidence based approaches towards solving problems in this area.

**K6.** An understanding of the limits of their knowledge, while being able to know how this influences analysis and interpretations based on their knowledge

## Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

The learning outcomes identified within the programme have been taken from the Qualificatory Descriptors outlined in the FHEQ (QAA 2014, available at [https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781\\_16](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16) )

The programme outcomes are also mapped to the NMC Platforms as in the appendix

### After 120 credits of study (CertHE) you will be able to demonstrate:

**S1.** The ability to communicate the results of their study or work-based learning accurately to solving problems related to their area of study.

**S2.** The professional values, qualities and transferable skills necessary for employment requiring a level of personal responsibility.

**S3.** The ability to evaluate the appropriateness of different approaches to solving problems within their area of practice.

### After 240 credits of study (FdSc) you will be able to demonstrate:

**S4.** Utilise a range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.

**S5.** Effective communication to specialist and non-specialist audiences and deploy key techniques of this discipline effectively

**S6.** Qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme outcomes are referenced to the:

QAA, UK Quality Code for Higher Education, 2018 <https://www.qaa.ac.uk/quality-code#>

QAA, Foundation Degree Characteristic Statements, (2015) [https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781\\_10](https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10)

NMC Standards Framework for Nursing and Midwifery Education, Part 1 – Realising professionalism: Standards for education and training (2018) <https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/>

NMC Standards for Student supervision and Assessment, Part 2 – Realising professionalism: Standards for education and training (2018) <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>

NMC Standards for Pre-Registration Nursing Associate programmes, Part 3 – Realising professionalism: Standards for education and training (2018) <https://www.nmc.org.uk/standards/standards-for-nursing-associates/standards-for-pre-registration-nursing-associate-programmes/>

NMC Standards of Proficiency for Nursing Associates, (2018) <https://www.nmc.org.uk/standards/standards-for-nursing-associates/standards-of-proficiency-for-nursing-associates/>

NMC The code: Professional Standards for Nurses, Midwives and Nursing Associates, (2018) <https://www.nmc.org.uk/standards/code/>

NMC Supporting Information: Practice Environment Case studies for Nursing Associate programmes, (2018) [https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-practice-environment-supporting-information.pdf? t\\_id=1B2M2Y8AsgTpgAmY7PhCfq%3d%3d& t\\_q=number+simulation+hours& t\\_tag\\_s=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t\\_ip=86.156.234.219& t\\_hit.id=NMC Web Models Media DocumentFile/ ee698580-6216-4b02-a872-8f8aff9b0645& t\\_hit.pos=9](https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-practice-environment-supporting-information.pdf? t_id=1B2M2Y8AsgTpgAmY7PhCfq%3d%3d& t_q=number+simulation+hours& t_tag_s=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t_ip=86.156.234.219& t_hit.id=NMC Web Models Media DocumentFile/ ee698580-6216-4b02-a872-8f8aff9b0645& t_hit.pos=9)

NMC Guidance on Health and Character, (2019) <https://www.nmc.org.uk/globalassets/sitedocuments/registration/guidance-on-health-and-character.pdf>

Royal Pharmaceutical Society, Professional Guidance on the Safe and Secure Handling of Medicines, (2018) <https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines>

Royal pharmaceutical Society and RCN Professional Guidance on the Safe Administration of Medicines in Healthcare Settings, (2019) <https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Professional%20standards/SSHM%20and%20Admin/Admin%20of%20Meds%20prof%20guidance.pdf?ver=2019-01-23-145026-567>

HEE Advisory Guidance on Administration of Medicines by Nursing Associates, (2017) <https://www.hee.nhs.uk/sites/default/files/documents/Advisory%20guidance%20-%20administration%20of%20medicines%20by%20nursing%20associates.pdf>

NMC Raising Concerns - Guidance for Nurses, Midwives and Nursing Associates, (2018)

<https://www.nmc.org.uk/globalassets/blocks/media-block/raising-concerns-v2.pdf>

- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Departmental Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

## Graduate Prospects

University of Cumbria has a proven track record of providing high quality undergraduate/pre-registration nurse education leading to Registered Nurse qualification. Students on these programmes have 100% employability, often in local NHS, private, voluntary and independent sector organisations. The Nursing Associate programme is a new apprenticeship which has gained widespread interest from local employers who are looking at difficulties in the recruitment of compassionate staff who have the necessary, skills, knowledge and attributes to deliver care to all people across all age ranges. 1 in 8 nursing posts are vacant across England, (Council of Deans, 2019). The NHS, (2019) Long term plan committed to expansion of the healthcare workforce and the development of creative posts. Through partnerships with employers we will ensure you have the necessary skills to take on this role, at the point of registration.

After successful completion of this programme, Nursing Associates will be eligible to apply for entry to the BSc (Hons) Registered Nurse programme, in any of the four fields of nursing (adult, child, mental health and learning disability, for which they will be eligible for APL against the first 50% (18 months standard or 2 years apprenticeship route) of the programme (as per the BSc Nursing programme specification and NMC Standards, 2018). Students may need to undertake some independent study to meet specific field requirements, dependent on the scope of their academic assignments and practice experience in the relevant field of nursing. Each individual students academic and practice profile will need to be mapped against the NMC Standards to identify any gaps. On Completion of the FdSc students will be eligible to apply to study 120 credits level 6 achieve the BSc (Hons) Practice Development (Top up). The University also offers a range of level 6 continuing professional development courses, as well as single modules in a range of subjects. This would allow students to top up to a BSc (Hons) in Practice Development including a top up degree in Practice Development

## Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on practice experience or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

## **Learning and Teaching**

Knowledge, understanding, skills and other attributes are taught at the University with students putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

This programme will have a range of teaching and learning strategies appropriate to foundation degree level study. Given that you are expected to gain knowledge and skills relevant to that academic level as well as an incremental development of professional practice knowledge and skills it is essential that both of these are accommodated. It is recognised that teaching, learning and assessment will take place in both the world of 'practice' and 'academia'. Contemporary evidence will be utilised throughout alongside practical application. A blended learning integrated approach will form the basis of curriculum dissemination. Blended learning in the context of this programme employs the use of varying face to face and digitally enabled (VLE, podcasts, social media,) teaching and learning strategies to complement the complexities of practice learning with that of academia and will include the following:

- Individual and group tutorials will focus learning and peer learning will be accommodated in these sessions as well as more focused individual learning.
- The introduction of the flipped classroom, including more problem –based learning and student led opportunities will support a model of flexible learning, problem solving and creative learning.
- Student and lecturer led seminars - will also include presentations by students on topics of interest and relevance to modules.
- Enquiry-based learning scenarios and case study presentations and analysis
- Reflection on practice experience and ongoing personal and professional development will be facilitated by creating a safe space to provide critical challenge, (LTA, 2017-2022)
- Clinical Scenario based teaching in the high fidelity simulation suite and clinical skills environment - will include essential clinical skills for practice, scenario-based learning and the development of decision-making skills in patient care.
- Self-directed learning - essential for development of key skills and independence in choice of learning material. Workbooks and materials will be available on-line through the VLE for students to access.
- Teaching and learning experience in clinical practice is a key component of the program

Learning will take place in a variety of settings - this includes on campus in Lecture theatres, classrooms many equipped with interactive whiteboards. Relevant clinical skills training will be offered. Our campuses offer space for you to work independently, collaboratively and autonomously according to your own goals. You will be encouraged to use the extensive on-site library/ IT facilities.

Learning in practice is through the practice experiences where you will be supported by your practice supervisor/assessor. You will also be required to study outside of formal study days. You may do this alone or with fellow students, using university facilities, in the comfort of your own home or other environment conducive to your learning.

## **Summative and Formative Assessment**

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your practice supervisor/assessor has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment.

Modules use formative and summative assessment so that you progress through a module in a structured and constructive way and build knowledge for practice in a logical manner. Formative

assessments are designed so that you can test and develop your own learning. This will enable early identification of any student support required and additional learning opportunities to be developed. Constructive feedback is provided prior to submission of your final summative assessment - though this does not contribute to the final module mark or credit awarded. This feedback had been demonstrated to be effective in developing students' learning and confidence.

The wordage, (or equivalent) for both formative and summative assessments is counted towards the whole module assessment wordage.

### **Types and Methods of Assessment**

A full range of assessment methods has been selected in order to enhance student learning; to capture the varying learning styles of students and to help students to demonstrate the extent to which they have achieved all of the module learning outcomes, and, overall, the programme aims. Each module's learning outcomes relate to the module assessment item(s). Students have an opportunity across the programme to self-reflect on their progression and their development. These self-reflections contribute to and are evidenced in assessments through a variety of means.

A varied assessment strategy will be utilised and types and methods of assessment will include group seminars and presentations; essays; interpersonal skills analysis; portfolio of evidence (achievement of clinical competences and written evidence); examination (context-based scenarios); map of patient/client experience; reflective essay; reflective incident recording; resource package; poster presentation. OSCE, MCQ, examination, and simulation. The range of assessments is developed to encourage students to be creative, innovative, and to prepare them for the workplace. You will be given an assessment calendar at the beginning of each part of the curriculum and assessments will be spread throughout, with reassessment opportunity available for each in line with academic regulations.

### **Development of NMC Standards for Competence Through Simulation**

It may be difficult to get exposure and experience of some clinical skills in practice, depending on your work base/practice experience. Therefore you may need to practise or be assessed through simulation. Simulation is defined by the NMC (2019) as 'an artificial representation of a real world practice scenario that supports student development and assessment through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills'. This would normally take place within a designated simulation suite, facilitated by specifically trained staff, using specialist equipment. However, for a communication-based scenario this may take place in any designated learning space. Simulation provides safe learning opportunities in basic as well as potentially complex situations and also helps students acquire important skills prior to going into a practice learning environment. Simulation will also be facilitated using role play, workshops and the Stilwell Community VLE.

### **Practice Experience Learning - NMC Standards of Proficiency for Nursing Associates.**

Our teaching and learning strategy is based on the philosophy that Nursing Associates occupy a privileged position within society. Patients, clients and members of the public have the right to expect the highest standards of professional behaviour. Nursing lecturers, alongside practice assessors are the gatekeepers of the profession and safeguard entry to it. Preparing to be a Nursing Associate, whilst working and studying for this highly valued qualification is a challenging and stimulating process, both personally and professionally. The programme is designed to ensure that theory and practice are clearly integrated throughout in order to enhance patient care. This includes the requirement for students to demonstrate the appropriate professional attitudes, values and character throughout their written work, time in practice and conduct on the programme

There are longitudinal practice experiences in each part of the programme. You will be allocated a 'Hub' practice setting and will access 'spoke' experiences or short practice experiences to ensure all required learning outcomes and competences can be achieved. You will be allocated to several differing practice experiences throughout the 2 years in order for you develop experience and exposure of caring for people with differing needs at home, in the community and in inpatient settings. The 'Hub

and spoke model' will be implemented in partnership with your hub and University Practice experience Unit (Practice learning Handbook for more information). Suitably prepared practice supervisors and assessors will support and assess students' acquisition of skills and achievement of the NMC proficiencies in clinical practice.

Theoretical work is linked to practice and practice supervisors/assessors will help you to apply this and to explore your underpinning knowledge, and also how your personal and professional characteristics impact on your performance. Service user and carer involvement is an integral component of the programme. Practice supervisors and assessors will involve service users, asking their opinions when assessing you in practice. This will contribute to the overall decision regarding competence.

You will use the national Nursing Associate Practice Assessment Document (NAPAD) to evidence achievement of your NMC proficiencies. You will have one for year 1. Once this is complete you will show the Ongoing Achievement Record (OAR) (NMC) to the Practice Assessor on your part 2 'Hub' to demonstrate achievement of all part 1 proficiencies.

Experiences gained in practice are a partnership between education and service providers. Learning support for students when in clinical practice is delivered using a collaborative model, consisting of four key people: practice supervisor(s) practice assessor, academic assessor from the University of Cumbria and yourself. In some areas you may also meet the Practice Education Facilitator (PEF) who has a responsibility to assist both the clinical area and the University to ensure a quality learning environment for you. Throughout your practice learning experience remember that you may still contact your own personal tutor (PT) for support and advice. Please see your practice learning handbook for a detailed explanation of assessment of practice and the roles of those involved in your assessment.

University academic assessors will regularly check your progress on the online NAPAD. Any identified issues can be addressed, and the necessary support put in place to offer you the best chance to succeed. This form will be stored on your electronic file held by PAD (University Programme Administration Dept.) Where any issues are identified an action plan will be written to outline what actions will be taken in order for you to develop competence. It might be that you haven't reached the desired standard of competence or that you haven't had the opportunity to gain experience in an area of practice. Support will then be put in place as necessary and progress reviewed carefully.

Any issues relating to attendance, punctuality, and professionalism may be dealt with separately through the University Progress Review or Fitness to Practice policies as appropriate. The summative component of each NAPAD must be passed to progress on the programme. A failed practice attempt will be allowed one further attempt to recoup the fail. Failure of a second attempt at practice assessment will mean discontinuation from the programme. In addition, at the end of each part of the programme the practice assessor will discuss and agree with the academic assessor if you have met the requirements of the programme to progress at the end of each part of the programme, i.e. end of year 1 before progression to part 2 and end of part 2 to confirm that you have met all the academic, practice proficiencies and good health and good character requirements for entry to the NMC register. University academic assessors and Practice Education Facilitators support both you and your practice supervisor and assessor in the clinical setting.

You will use the national Nursing Associate Practice Assessment Document (NAPAD) to evidence achievement of your NMC proficiencies. You will have one for year 1. Once this complete you will show the Ongoing Achievement Record (OAR) (NMC) to the Practice Assessor on your part 2 'Hub' to demonstrate achievement of all part 1 proficiencies.

When completing practice hours, you are expected to work a normal shift pattern commensurate with that employer, equivalent to a total of 37.5 hours per week and to experience the shift patterns (early starts, late finishes, some weekend working etc). Students must notify the University Placement unit if there are any circumstances which may affect attendance for practice learning hours.

Uniforms – the University provides uniforms for students where appropriate. Students are responsible

for their own laundry and must provide their own suitable footwear to meet with dress codes. A plain navy or black three quarter or full-length coat will need to be purchased by the student for those wearing uniform on community practice learning settings.

Reasonable adjustments - should these be required they should be discussed with the programme leader and personal tutor in the first instance. The University is committed to ensuring that reasonable adjustments are made wherever possible and will support all students in their studies. For clinical practice learning there is a Placement Learning Support Plan (PLSP) assessment and supporting document that can be discussed with practice supervisors and assessors.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

At the start of the programme, you will be provided with an induction, during which you will have an opportunity to meet with your fellow students, staff including your personal tutor and other members of the programme team. This will include staff from library and support services who will induct you to key IT systems used such as Blackboard, Office 365, Student Hub, One Search and additional sources of support. You will be given the opportunity to explore your campus and be introduced to Students Union, student wellbeing services etc

### **Personal Tutoring**

You will also be allocated a Personal Tutor for the duration of the programme. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

### **Personal Development Planning**

As a student on a nursing associate programme you will have varying degrees of experience in both clinical and educational settings. From the outset you will undertake an initial assessment. This will require you to consider your individual strengths and areas for improvement. From this you will set learning contracts, identifying SMART (Specific, Measurable, Achievable Realistic and Timely) goals for both academic and practice learning. These will be documented in your NAPAD. Progress against these will be reviewed and monitored regularly, in conjunction with practice supervisors/assessors and academic staff. Developing your professional skills of reflection throughout the programme will embed this process and encourage the development of self-directed independent learning

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made

available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

#### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

#### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Completion of these study skills packages is strongly encouraged. Personal tutors will remind and

monitor student engagement through both the personal tutorial system

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

<b>Programme Curriculum Map</b>						
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>	<b>NMC outcomes achieved</b>
4	NUAS4001	Applied Biological Sciences for Health	20	Core	K1, K2, S1, S2	Platform 2.9, 3.2, 3.8, 3.9, 3.10, 3.12, 3.13
4	NUAS4002	Professional Practice and Accountability	20	Core	K1, K2, S3	Platform 1.1,1.2, 1.3, 1.4, 1.12, 1.14, 1.15, 3.11, 3.21, 3.22, 3.24, 3.4, 3.8, 5.1, 5.3, 5.6
4	NUAS4003	Developing Evidence Based Practice	20	Core	K1, K2, K3, S1, S2, S3	Platform 1.7
4	NUAS4004	Introduction to Communication and Interpersonal Skills	20	Core	K1, K2, K3, S1, S2, S3	Platform 1.5, 1.8, 1.10 3.20, 4.4, 5.9
4	NUAS4005	Concepts of Health and Social Policy	20	Core	K1, K2, K3, S1, S2, S3	Platform 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 4.9
4	NUAS4006	Introduction to Nursing Associate Practice	20	Core	K1, K2, K3, S1, S2, S3	Platform 1.16, 3.3, 3.11, 3.12, 3.13, 3.14
4	NUAS9001	Qualificatory Practice Unit Part 1	0	Qualificatory	S1, S2, S3	ALL
5	NUAS5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K6, S4, S5, S6	Platform 3.15, 3.16, 3.17
5	NUAS5002	Living with Long Term Conditions Across the	20	Core	K4, K5, K6, S4, S5, S6	Platform 3.19, 6.2, 6.5 6.6

		Lifespan				
5	NUAS5003	Learning from the 'Lived Experience'	20	Core	K5, K6, S4, S5, S6	Platform 1.11, 3.18, 3.5, 4.2, 6.4
5	NUAS5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K6, S4, S5, S6	Platform 1.9, 3.23
5	NUAS5005	Understanding Care Needs	20	Core	K4, K5, K6, S4, S5, S6	Platform 6.3
5	NUAS5006	The Nursing Associate as Leader	20	Core	K4, K5, K6, S4, S5, S6	Platform 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.5, 5.7, 5.8, 5.10, 6.1
5	NUAS9002	Qualificatory Practice Unit - Part 2	0	Qualificatory	S4, S5, S6	ALL

### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

## Indicative Programme Delivery Structure: Full Time

Proposed start date January

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
NUAS4001	Applied Biological Sciences for Health	Spring semester (SEM2) into extended spring semester (SEM2E)	2 hour written exam	Beginning May
NUAS4002	Professional Practice and Accountability	Spring semester (SEM 2) into Autumn (SEM1 following academic year)	3,000-word portfolio	End September
NUAS4003	Developing Evidence Based Practice	Extended Spring semester (SEM2E)	2,500 word written assignment	End June
NUAS4004	Introduction to Communication and Interpersonal Skills	Spring semester (SEM2)	30 mins oral assessment 1,000 word written assignment	Mid April
NUAS4005	Concepts of Health and Social Policy	Extended Spring semester (SEM2E)	20 min oral presentation	Mid August
NUAS4006	Introduction to Nursing Associate Practice	Spring semester (SEM2) in to extended Spring (SEM2E)	3,000 word written assignment	End July
NUAS9001	Qualificatory Practice Unit Part 1	Spring semester (SEM2)	Formative completion of E - Learning for Health (ELfH) online module assessments	Beginning February
		Spring (SEM2) extending to Autumn	Summative clinical practice assessment for progression	End September

		(SEM 1 following academic year)	point 1 -NAPAD	
<b>Students exiting at this point with 120 credits at Level 4 would receive Cert HE in Healthcare Studies</b>				
NUAS5001	Pharmacology and Medicine Therapeutics	Spring semester (SEM2)	2 hour written exam	Mid April
NUAS5002	Living with Long Term Conditions Across the Lifespan	Spring semester (SEM2) into extended Spring ( SEM2E)	3,500 word written assignment	Beginning May
NUAS5003	Learning from the 'Lived Experience'	Extended Spring (SEM2E)	20 mins oral assessment/presentation	Mid June
NUAS5004	Communication and Relationship Management in a Therapeutic Context	Extended Spring (SEM2E)	90 mins written exam	End July
NUAS5005	Understanding Care Needs	Spring (SEM2) into extended Spring (SEM2E)	3,000 word written assignment	Mid August
NUAS5006	The Nursing Associate as Leader	Spring (SEM2) extending to Autumn (SEM 1 following academic year)	3,500 word written portfolio	End Sept
NUAS9002	Qualificatory Practice Unit - Part 2	Spring semester (SEM2)	Formative completion of E - Learning for Health (ELfH)online module assessments	Beginning February
		Spring (SEM2) extending to Autumn (SEM 1 following academic year)	Summative clinical practice assessment for progression point 2 -NAPAD and mandatory numeracy assessment	End September
<b>Students successfully achieving 120 credits at Level 4, and 120 with Qualificatory Practice at Level 5 would receive a FdSc</b>				

**Nursing Associate**

**Students exiting at this point with 120 credits at Level 4 and 120 *without* Qualificatory Practice at Level 5 would receive a FdSc Health Care Studies**

**Indicative Programme Delivery Structure: Full Time**

**Proposed start date April**

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
NUAS4001	Applied Biological Sciences for Health	Extended Spring semester (SEM2E)	2 hour written exam	Beginning August
NUAS4002	Professional Practice and Accountability	Extended Spring (SEM2E) semester into Spring Semester (SEM2 following academic year)	3,000-word portfolio	End January
NUAS4003	Developing Evidence Based Practice	Extended Spring (SEM2E) semester extending to Autumn (SEM1 following academic year)	2,500 word written assignment	End September
NUAS4004	Introduction to Communication and Interpersonal Skills	Extended Spring semester (SEM2E)	30 mins oral assessment 1,000 word written assignment	Mid July
NUAS4005	Concepts of Health and Social Policy	Autumn semester (SEM1)	20 min oral presentation	Mid December
NUAS4006	Introduction to Nursing Associate	Extended Spring semester extending	3,000 word written	End October

	Practice	to Autumn (SEM1 following academic year)	assignment	
NUAS9001	Qualificatory Practice Unit Part 1	Extended Spring semester (SEM2E)	Completion of E - Learning for Health (ELfH) online module assessments	Beginning May
		Extended Spring semester (SEM2E) into Spring Semester (SEM2 following academic year)	Summative clinical practice assessment for progression point 1 -NAPAD	Mid January
<b>Students exiting at this point with 120 credits at Level 4 would receive CertHE in Healthcare Studies</b>				
NUAS5001	Pharmacology and Medicine Therapeutics	Extended Spring semester (SEM 2E)	2 hour written exam	Mid August
NUAS5002	Living with Long Term Conditions Across the Lifespan	Extended Spring semester (SEM2E)	3,500 word written assignment	Beginning September
NUAS5003	Learning from the 'Lived Experience'	Autumn semester (SEM1)	20 mins oral assessment/presentation	Mid October
NUAS5004	Communication and Relationship Management in a Therapeutic Context	Autumn semester (SEM1)	90 mins written exam	End November
NUAS5005	Understanding Care Needs	Extended Spring (SEM2 E) into Autumn (SEM1 following academic Year)	3,000 word written assignment	Mid December
NUAS5006	The Nursing Associate as Leader	Extended Spring (SEM2E) into Autumn (SEM1 following academic year)	3,500 word written portfolio	End December
NUAS9002	Qualificatory Practice Unit - Part 2	Spring semester (SEM2)	Completion of E - Learning for Health (ELfH)online	Beginning May

			module assessments	
		Extended Spring semester (SEM2E) into Spring Semester (SEM2 following academic year)	Summative clinical practice assessment for progression point 2 -NAPAD	Mid January
<b>Students successfully achieving 120 credits at Level 4, and 120 with Qualificatory Practice at Level 5 would receive a FdSc Nursing Associate</b>				
<b>Students exiting at this point with 120 credits at Level 4 and 120 without Qualificatory Practice at Level 5 would receive a FdSc Health Care Studies</b>				

<b>Indicative Programme Delivery Structure: Full Time</b>				
<b>Proposed start date September</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long</b>		
NUAS4001	Applied Biological Sciences for Health	Autumn semester (SEM1)	2 hour written exam	Beginning January
NUAS4002	Professional Practice and Accountability	Autumn semester (SEM1) into extended Spring (SEM2E)	3,000-word portfolio	End May
NUAS4003	Developing Evidence Based Practice	Spring semester (SEM2)	2,500 word written assignment	End February
NUAS4004	Introduction to Communication and Interpersonal Skills	Autumn semester (SEM1)	30 mins oral assessment 1,000 word written	Mid December

			assignment	
NUAS4005	Concepts of Health and Social Policy	Spring semester (SEM2)	20 min oral presentation	Mid April
NUAS4006	Introduction to Nursing Associate Practice	Autumn (SEM1) into Spring semester (SEM2)	3,000 word written assignment	End March
NUAS9001	Qualificatory Practice Unit Part 1	Autumn semester (SEM1)	Completion of E - Learning for Health (ELfH) online module assessments	Beginning October
		Autumn (SEM1) into extended Spring (SEM2E) semester	Summative clinical practice assessment for progression point 1 - NAPAD	End May
<b>Students exiting at this point with 120 credits at Level 4 would receive CertHE in Healthcare Studies</b>				
NUAS5001	Pharmacology and Medicine Therapeutics	Autumn semester (SEM1)	2 hour written exam	Mid December
NUAS5002	Living with Long Term conditions Across the Lifespan	Autumn semester (SEM1)	3,500 word written assignment	Beginning January
NUAS5003	Learning from the 'Lived Experience'	Spring semester (SEM2)	20 mins oral assessment/presentation	Mid February
NUAS5004	Communication and Relationship Management in a Therapeutic Context	Spring semester (SEM2)	90 mins written exam	End March
NUAS5005	Understanding Care Needs	Autumn semester (SEM1) into Spring (SEM2)	3,000 word written assignment	Mid April
NUAS5006	The Nursing Associate as Leader	Autumn semester (SEM1) into Spring (SEM2)	3,500 word written portfolio	End May

NUAS9002	Qualificatory Practice Unit - Part 2	Autumn semester (SEM1)	Completion of E - Learning for Health (ELfH) online module assessments	Beginning October
		Autumn (SEM1) into extended Spring (SEM2E) semester	Summative clinical practice assessment for progression point 2 - NAPAD	End May
<b>Students successfully achieving 120 credits at Level 4, and 120 with Qualificatory Practice at Level 5 would receive a FdSc Nursing Associate</b>				
<b>Students exiting at this point with 120 credits at Level 4 and 120 without Qualificatory Practice at Level 5 would receive a FdSc Health Care Studies</b>				

<b>Date of Programme Specification Production:</b>	June 2019
<b>Date Programme Specification was last updated:</b>	October 2019
<b>For further information about this programme, refer to the programme page on the University website</b>	

<b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b>	
<b>Is the practice experience requirement more than 50% of the programme?</b>	No
<b>If yes, what % of the programme is the practice experience requirement?</b>	N/A
<b>If yes, is the amount of practice experience a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	N/A