

## FDSC NURSING ASSOCIATE

### Institute of Health

Academic Level:	5	Credits:	240
Apprenticeship Standard:	Nursing Associate (NMC 2018)		
Apprenticeship Standard and Assessment Plan:	<a href="#">Nursing Associate (NMC 2018)</a> <a href="#">Assesment Plan</a> The QAA Characteristic Statement for Apprenticeships can be found <a href="#">here</a> .		
LARS Code of the Apprenticeship Standard:	434	LARS Code of the University Award	00304630
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster Fusehill Street Carlisle Barrow		
Programme Length:	2 years full time		
Mode of Delivery:	Blended - The delivery of the programme may be negotiated with the employer and may be subject to change.		
Pattern of Delivery:	Full Time		
	Total weeks of study	45 weeks per year	
	Delivery pattern:	Blended block delivery and day release	
	Standard semester dates:	No	
Placement:	Practice experience to total 1150 hours		
PSRB	The programme has been accredited by the Nursing and Midwifery Council endorsing it as meeting the national Apprenticeship Standard published by the Education and Skills Funding Agency and the Institute for Apprenticeships.  Student nursing associates must successfully complete an NMC approved pre-registration programme in order to meet the Standards		

	<p>of Proficiency for Nursing Associates and to be eligible to apply and be entered onto the NMC register.</p> <p>On successful completion of the programme modules, the student is eligible to register with the NMC as:</p> <ul style="list-style-type: none"> <li>Nurse Associate</li> </ul> <p>[Other exit awards do not provide eligibility to register with the NMC].</p>	
	Date of accreditation: TBC	Accreditation period: TBC
<b>Employer Organisation:</b>	Local NHS, private voluntary and independent organisations who have signed a partnership agreement .	
<b>End Point Assessment:</b>	Integrated	
<b>End Point Assessment Organisation:</b>	University of Cumbria	
<b>External Quality Assurance Body:</b>	<p>OFSTED – Teaching quality</p> <p>QAA – Integrated EPA</p> <p>NMC – Regulatory body</p>	
<b>Programme Webpage:</b>	<a href="https://www.cumbria.ac.uk/study/courses/apprenticeships/nursing-associate/">https://www.cumbria.ac.uk/study/courses/apprenticeships/nursing-associate/</a>	

## Entry Criteria

Government funding rules require that an apprentice must:

- Have the right to live and work in the UK,
- Be in employment, in a role that allows them to develop the competencies in the apprenticeship standard
- Be paid at least the legal minimum wage
- Have a contract of employment covering the full duration of the apprenticeship from the start to the planned EPA date
- Have a written and signed agreement for the apprenticeship with their employer.

The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. The shortest duration that an apprenticeship can be from start to gateway is 366 days.

All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply via an employer. After

acceptance by an employer, the University of Cumbria will require a formal application using the APTM system, which it will assess according to the programme entry criteria.

Apprentices must meet the funding eligibility as set out in the DfE rules at the time of application.

#### Employer selection criteria

Current DfE funding rules for each cohort will apply. There are no entry requirements specified by the Apprenticeship standard for this programme.

#### University selection criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Where an apprentice is granted APL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect DfE funding

Detailed criteria for admission to this programme can be found on the programme webpage

The following additional requirements apply for entry to this programme:

Certificates must be provided to prove English (Language) and Maths to GCSE Grades 4-9 or Functional Skills Level 2.

NVQ level 3 or equivalent portfolio of evidence (as determined by the programme leader).

Detailed criteria for admission to this programme can be found on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/nursing-associate/>

#### International students

For Pre-Registration Health degrees we require an IELTS equivalent of 7.0. Further details can be found on our University of Cumbria Admissions pages

<https://www.cumbria.ac.uk/study/international-students/how-to-apply/>

#### Personal statement

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.

#### Interviews

Employers will advertise for expressions of interest (internally and/or externally). Entry requirements will be the same as for direct entry applicants. Interviews will be conducted jointly with employers and will follow the same format as stipulated in the interview and selection handbook. Interviews use the NHS values based recruitment (VBR) (see link below for further information).

<http://www.hee.nhs.uk/our-work/attracting-recruiting/values-based-recruitment> Service users will contribute to this process. Applicants will be scored, and selection decisions will be made by the panel, which will comprise of university and employer representatives. Service user/carers may be on the panel and/or be involved in scoring the group activity. Applicants will be scored, and selection decisions made jointly.

Places are offered Offers are subject to meeting the entry requirements, satisfactory disclosure and barring service (DBS) check and occupational health medical clearance. This will be facilitated by the University in partnership with employers. Specialist staff in admissions facilitate the DBS clearance and can help and advise employers if there are any fitness to practice concerns prior to commencement of the programme. 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.

#### NMC Reference

As part of the Nursing and Midwifery Council's fitness to practice requirements <https://www.nmc.org.uk/concerns-nurses-midwives/fitness-to-practise-a-new-approach/>, 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.

#### English & Maths

Apprentices should have a minimum of Level 2 qualifications in English and Maths (or must complete both before the apprenticeship gateway point is reached).

For this programme holding level 2 qualifications in English and maths **is** a pre-entry requirement.

#### Exit from employment

If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.

If the redundancy is within six months of the planned completion date of the apprenticeship, then DfE will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.

If the redundancy is over six months from the planned end date, the DfE will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme

#### English & Maths

For this programme holding level 2 qualifications in English and maths **is** a pre-entry requirement.

### **Additional Qualifications**

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL. However, all apprentices on this programme are required to have the required English and Maths qualifications as a prerequisite entry requirement.

## PROGRAMME AIMS AND OUTCOMES

### Programme Aims

By the end of this programme as a learner, you will:

1. Be capable of delivering person centred, safe and compassionate care to the highest standards.
2. Support people to improve and maintain their mental, physical, behavioural health and wellbeing.
3. Be accountable practitioners who provide compassionate, safe and effective care and support.
4. Collaborate and communicate effectively as part of a multidisciplinary team
5. Improve safety and continuously make improvements to quality of care
6. Develop resilience and leadership skills required for the future

Specifically, our aim is to prepare you for eligibility to be admitted to the NMC register as a Nurse Associate through:

- Achievement of all theoretical and practice learning outcomes
- Achievement of the NMC standards of proficiency for Nurse 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 providing 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 care 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 other 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 interests, 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 from 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.

## Programme Outcomes

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

### **Level 4: After 120 credits of study you will be able to demonstrate -**

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to nursing and deploy a range of nursing cognitive and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of nursing and communicate outcomes in a structured and clear manner.
3. 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 nursing.
4. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Nurse Associates.
5. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Nurse Associates.
6. Demonstrate a limited range of digital literacy

### **Level 5: After 240 credits of study you will be able to demonstrate -**

7. Apply and evaluate key concepts and theories within and outside the context of nursing.
8. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in nursing and in the generation of ideas effectively communicate information and arguments in a variety of forms.
9. Accept responsibility for determining and achieving personal outcomes in the field of nursing.
10. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of nursing.
11. Completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Nurse Associates.
12. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Nurse Associates.
13. Demonstrate a developed range of digital literacy.

## Programme Outcomes – Knowledge and Understanding

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

### **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**

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

**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.

## PROGRAMME FEATURES

### Programme Overview

The Apprenticeship Standard and Assessment Plan for the Higher Level Apprenticeship in Nursing Associate (NMC 2018) have been designed by employers in the healthcare sector.

The Higher Level Apprenticeship for the occupation Nursing Associate at the University of Cumbria leads to the academic award of FdSc Nursing Associate.

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30-hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a legal requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career.

The programme has been endorsed (accredited) that it meets the Apprenticeship Standard by the Nursing and Midwifery Council (NMC). The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the University and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, apprentices must complete an average of 6 hours per week off the job learning for the duration of the apprenticeship minus statutory holidays (5.6 weeks per year). Apprentices are responsible for evidencing that they have completed the minimum set out in the training plan before they will be allowed to pass gateway for end point assessment. However, due to the NMC requirements, in this Apprenticeship you will typically have over 90% off-the-job training hours. Our approach to off-the-job training is to focus on protected learning hours during practice learning experiences well as teaching/learning hours with us as your training provider. Practice learning experiences allow you the flexibility to work on specific areas of learning which you wish to focus on and/or which arise as a consequence of the work situation. This benefits the employer because you are being developed as a Nurse Associate holistically and critically, allowing you to develop a range of skills, enabling you to respond appropriately in a variety of clinical situations.

We record your protected learning hours (which form part of your on the job learning time) using an online timesheet within your online competency document and also on a timesheet in our learning progress system. In addition, you will have a 3-way discussion between you, your University and your employer (tripartite review meeting) within the first 4 weeks of commencing programme, and

subsequently every 12 weeks as a minimum. At this meeting your attendance, progress and development needs are discussed and agreed with you so you are clear on what you need to do to succeed.

Each year comprises of 4 x modules of theoretical learning and 1 x Qualificatory Practice Unit (QPU), making a total of 8 theory modules within the program and 2 QPUs required to successfully complete the program.

Learners on the FdSc Nurse Associate apprenticeship programme will learn together with learners for the registered nurse degree apprenticeship program. As an apprentice you will benefit from this shared learning experience. However, we also realise that there is some module content which is very specific to your nurse associate program. Therefore, you will have some sessions with apprentices from the registered nurse degree apprenticeship and then go on to explore some concepts in more depth, allowing you to reflect on your practice experience and develop your professional identity as a nurse associate.

The theoretical input is delivered by expert teaching staff and is based on latest evidence and research, using modern and creative teaching methods and technology. This includes some online learning, some face to face lectures, workshops and the use of creative simulation experiences with the range of technologies we have invested in. We offer excellent apprentice and academic support systems to help apprentices as they commence and continue through their studies.

Apprentices who qualify from this programme are sought after by employers in the NHS and social care and independent care settings because they are competent, compassionate, fit for purpose and make excellent future employees.

### **The Nursing and Midwifery Council (NMC)**

Programmes preparing apprentices for the profession of nurse associate are subject to statutory regulation provided by the NMC <http://www.nmc-uk.org/About-us//>. The NMC specifies standards of education which must be achieved and maintained by Higher Education Institutions (HEIs), their associated clinical practice environments and the standards for proficiency which apprentices must achieve to be eligible for NMC registration.

### **Theory and practice time**

This apprenticeship programme is delivered over 2 years and has a minimum 1150 hours theory and 1150 hours in clinical practice experiences where you gain hands on experience of nursing. This ensures that apprentices are continually putting theory into practice and using practice experience to develop their understanding and make connections between concepts and theories. It is an NMC requirement that during that time your programme hours (theory and supervised learning time) total 2300 hours and all of these are considered off the job training, accounting for over 60%.

### **Good health and good character; The NMC Code of Apprentice Conduct**

The public has a right to expect the highest possible standards of behaviour and professionalism from all of its Nurse Associates, and that qualifying Nurse Associates are fit to practise. This also relates to recruitment of apprentices as well as conduct during the programme.

All apprentices are expected to comply with the NMC Code

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> and the

University of Cumbria Apprentice Code of Conduct

<http://www.cumbria.ac.uk/ApprenticeLife/Support/PuttingThingsRight/ApprenticeConduct.aspx> .

It is a statutory requirement that nurse associate apprentices sign an annual declaration of good health and good character confirming students continued fitness to practise.

At the end of the programme a statement of good health and good character is provided by the professional lead for pre-registration nursing which is then forwarded to the NMC. At the point of registration with the NMC on completion of the programme, the signing of the NMC *declaration of good health and good character* may be withheld if there are any unresolved professional issues.

### **Service user and carer involvement in your programme**

Involvement of people who use services and carers is an integral part of the programme and we are actively continuing to encourage involvement in:

- Recruitment
- Curriculum development
- Curriculum delivery
- Assessment
- Evaluation and quality enhancement

### **Employability**

The programme encourages the development of skills and knowledge that will equip you for graduate employment, lifelong learning, and career planning as part of your current and any future role. In addition to the module content, your practice experience will provide structured experiences that will develop clinical skills that can contribute to your ability to be employable as a Nurse Associate

The programme enhances your employability skills by, for example:

- Developing your ability to undertake presentations to groups
- Encouraging professional networking and the development of influencing skills
- Encouraging the skills required for life-long learning
- Developing your role as a leader from the outset of the programme
- Considering options for career planning
- Providing support for employability through <https://my.cumbria.ac.uk/Apprentice-Life/careers/> and Career Ahead.

The apprenticeship programme is offered at the University on an “open cohort” basis in a flexible mode that normally takes 2-years to complete. “Open cohort” means that students from different employers study the same programme as a group at the same time. However, subject to negotiation, certain bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

### **Interprofessional Learning:**

Interprofessional Education (IPE) is a core element of all undergraduate health and social care education within the Institute of Health in line with government and Professional, Statutory and Regulatory Bodies (PSRB) directives. IPE involves students from two or more disciplines learning from and about each other, to enhance understanding of each other's professions, build

interprofessional teamwork and equip students for working in multiprofessional teams in practice. Opportunities for IPE will occur throughout the programme, both within your practice-based experiences and taught theoretical modules, using face to face engagement, digital methods and simulated practice.

## **Delivery Arrangements and Attendance**

The delivery pattern for your Apprenticeship will be developed at the point you are accepted onto the programme to ensure we are meeting your needs and that of your Employer. Typically, some of the theory days are in week blocks, whilst typically you will have one day per week study day when in clinical practice. This study day might be a university taught day or might be a self-directed study day where you direct your own learning and might use this time to prepare for module assessments. When in clinical practice you will be applying taught knowledge and learning clinical skills during protected learning time to enable you to become a Nurse Associate. It is important that you view both elements as part of a cohesive work-integrated programme designed to develop you to reach your full potential as a Nurse Associate. Attendance at all theory sessions as well as in practice is mandatory and will be monitored.

In order to maximise the flexibility of your learning of the programme, most taught University sessions have material available online to allow you to revisit aspects of the session at a later date and at your own pace. On some occasions the online materials will replace face-face delivery which will also serve to enhance your digital literacy skills alongside your Apprenticeship Standard requirements.

In your protected learning hours during practice experience there will be opportunities for you to be able to experience alternative contexts of care to further enhance your skills at that point in time or to allow you to develop a particular skill which you or your employer requires. You will be supported by a Practice Assessor at these times.

Apprentices are expected to attend, in full, all scheduled learning, teaching and assessment sessions which form student's Apprenticeship training at UoC. In the pursuit of high expectations and professional standards, we expect all apprentices to achieve a 100% attendance and punctuality rate. Apprentices are expected to be punctual for all scheduled sessions. Arrival later than 10 minutes of the scheduled start of the session will generate a 'time stamp' in lieu of positive attendance. Late arrival will be reported as part of the overall attendance profile for each apprentice.

If an absence is unavoidable it is the responsibility of the apprentice to inform the relevant lecturer that they will not be attending the session, the reason why and when they expect to return. Lecturers will share this information with the employer as part of our attendance monitoring. Such absences will be noted on the registers as an absence.

Absences are followed up by the Programme Team with the individual apprentice and employer within 48 hours of the absence to ensure continuity of experience and to offer support, as needed. You should read the full attendance and punctuality policy for Apprentices and discuss any concerns with your employer.

## Learning and Teaching

### Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars, job shadowing and industrial visits. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is evidenced by the apprentice submitting monthly reports on OTJ hours completed in the APTM system which will be assessed and approved by University Staff.

At Level 4 you typically have around 27 contact hours per week typically consisting of:

- 7 hours of taught theory
- 7 hours of independent study time
- 12 Hours of work-based learning (Placement 1 – 300 hours, Placement 2 - 240 hours)
- 1 Hours Simulated Practice Learning

At Level 5 you typically have around 25 contact hours per week, typically consisting of:

- 7 hours of Taught Theory
- 5 hours of Independent Study Time
- 12 hours of Practice Learning (Placement 3 – 285 hours, Placement 4 - 240 hours)
- 1 hour of Simulated Practice Learning

### Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. On your planner you will see you are allocated self-directed study days. Sometimes you will be set work to do, but on other occasions this will allow you time to consolidate learning from taught sessions, undertake further reading, reflect on how this learning applies to your clinical practice experience and to prepare for formative and summative assessments.

### Teaching Staff

All teaching staff on this apprenticeship are registered nurses. They have a range of experience within their chosen field- some in community care, some working in inpatient settings in a variety of hospitals. Some have specialist nurse experience, whilst others have health visiting, private and voluntary sector experience. All registered nurses have to demonstrate they are up to date and continue to learn and reflect on their practice through a 3 yearly process of revalidation with the NMC. Some staff are employed on nursing banks and maintain skills and credibility through undertaking clinical shifts. All staff have completed or are undertaking the PGC Academic Practice with accreditation as a Fellow of Advance HE. Many staff then progress to undertake Master's

programmes of study - some in clinical areas and some in education, with several staff looking towards or having started doctoral study. This ensures both clinical and teaching credibility with staff who have contemporary knowledge and are up to date with creative and innovative teaching, learning and assessment strategies.

Staff also have up to 25 Research and Scholarly activity days pro rata which they may use to advance their personal and professional development. Many staff attend national, local and University conferences. There is also a busy schedule of in-house training/education opportunities for staff in-house to further advance their knowledge and skills around teaching, learning assessment and student support.

### **Work-Based Learning**

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, apprentices are required to spend a minimum average of 6 hours per week involved in 'off the job' learning between the first and the last day of learning on the programme. (For apprentices working fewer than 30 hours per week the minimum is 20% of their paid work time). This is reduced by 5.6 hours statutory leave each year. This 'off the job' learning can involve lectures, seminars, job shadowing and industrial visits. The actual amount of hours required will be specified in the Training Plan for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the Training Plan before they will be allowed to pass gateway for end point assessment.

As well as achieving an academic standard commensurate with the professional award, apprentices will have to be assessed as proficient in the specified outcomes (NMC Standards of Proficiency for Nurse Associates). 50% of the programme is undertaken within clinical practice, as per NMC standards and evidence of this is demonstrated through successful completion of a qualificatory practice unit that does not contributory to the module mark. This is 1155 hours for Nurse Associates. These 1155 practice hours will be allocated across 4 practice experience blocks. All learners will have 2 practice experiences and 8 days of Simulated Practice Learning in each part of the programme.

As a practice-based profession, it is crucial that theory and practice are integrated. The mapping of modules to the NMC Standards of Proficiency for Nurse Associates and Annexes A (Communication & Relationship Management Skills) and B (Procedures to be Undertaken by the Nurse Associate) and the apprenticeship standard demonstrates where the underpinning theory to support practice is delivered. Theoretical concepts are introduced and then revisited as students begin to integrate theory and practice in a meaningful and effective way as the programme progresses. Clinically relevant experience will enable students to make links between theory and practice in an environment which also promotes 'social learning'. The assessment strategy aims to progressively assess the acquisition of the knowledge, skills, behaviours and understanding required by a competent professional practitioner. There are University defined progression points normally at the end of part 1 (Year 1- Level 4) and part 2 (year 2 - level 5). Successful progression points at the end of part 3 will qualify learners for entry to the NMC professional Register.

### **Maths and English Development**

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

### **Tripartite Reviews**

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. Learners will have their first TPR within the first 4 weeks. This is within the first theory block. This is undertaken by the personal tutor. Subsequent TPRs are scheduled every 3 months, 4 times per year. These regular meetings will monitor progress and the tripartite system allows for dialogue between academic, learner and PS/PA about progress and expected levels of achievement at different stages of the programme. As well as tracking your progress, the TPR meeting helps to plan your next development steps, using SMART targets with your Employer and the University. Engaging in and preparing for these meetings is vital for all who attend as this is the key mechanism to ensure you stay on track to achieve your Apprenticeship.

The frequency of TPRs will be based on the requirements of DfE Funding rules, in force at the time the apprentice starts the programme. The exact interval of reviews must be agreed with individual employers and the details must be reflected in the Programme Handbook. The first TPR should take place within 4 weeks of the programme, followed by at least one every 12 weeks and 4 per year.

## **Assessment**

A full range of assessment methods has been selected in order to enhance apprentice learning and to help apprentices 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).

As students you will have the opportunity across the programme to self-reflect on your progression and development. These self-reflections contribute to and are evidenced in assessments through a variety of means. In addition, we have tried to design assessments that are reflective of things that you might need to produce in the workplace, such as a care plan or a written report, a presentation or a short question and answer session. You will be able to apply your learning in practice and focus your assignments on examples in relation to your own practice experience. Formative assessment will be used during the module to help support and prepare you for summative assessment. This will include mini presentations, reflections, patch work written pieces, finding relevant supporting references of literature and policies, professional discussions. You will have the opportunity to both self and peer assess this formative assessment. Many of the assessments use a case study approach. Types and methods of assessment will include:

### Year 1

- Written assessment
- Set Exercise

- Oral assessment
- Presentation
- Portfolio

## Year 2

- Oral Assessment
- Presentation
- Written assesment
- Project work

### **Development of NMC Standards for Proficiency and Annexe A and B through simulation**

This normally takes place within the university setting and may be in a classroom or a designated skills laboratory, facilitated by specifically trained staff, using specialist equipment. Simulation provides safe learning opportunities in basic as well as potentially complex situations and also helps apprentices acquire important skills before going into a placement environment. Simulation will also be facilitated using role play, workshops and a variety of digital media.

### **NMC Standards for Proficiency in Clinical Practice**

There is 1 qualificatory practice unit (QPU) each year, spanning two practice experiences. The year long Qualificatory practice unit (QPU) must normally be passed to progress onto the next part of the programme, or at the end of Part 2 to enable registration with the NMC. A failed placement will be allowed one further attempt to recoup the fail. Failure of a second attempt at practice assessment will normally mean discontinuation from the programme. Qualified Practice Assessors assess apprentices' acquisition of skills and achievement of the NMC proficiencies in clinical practice. In addition to this, only Practice Assessors who have satisfied additional criteria are able to make the final sign off assessment of an apprentice's practice and confirm that the required competences for entry to the register have been achieved. Apprentices' professionalism, attitudes, good health and character are vital aspects of this assessment. University Link Lecturers and Placement Education Facilitators support both apprentices and assessors in the placements. The majority of theoretical work is linked to practice in some way and assessors will explore apprentices' underpinning knowledge, and also how students personal and professional characteristics impact on their performance.

The programme is designed to ensure that theory and practice are clearly linked throughout to enhance patient care. This includes the requirement for apprentices to demonstrate the appropriate professional attitudes, values and character throughout written work, their time on placement, and conduct on the programme.

Practice assessors involve service users, seeking students' opinions when assessing apprentices on placement contributing to the overall decision regarding the achievement of proficiencies.

### **Summative and Formative Assessment**

As part of the application process for this Apprenticeship you will have completed a Learner Needs Assessment which the Nursing Programme Team will use to tailor the programme to your current level of knowledge, prior experience and current work-setting. While on programme in your first year (Level 4), your development needs will be further explored and you will be asked to self-assess and plan for your own development as a Nurse Associate apprentice.

As an apprentice, you should be able to evidence progress throughout your programme as you develop your knowledge and apply it to the workplace. As you gain experience in the workplace you will draw on that to help you develop your knowledge. It is a requirement of the NMC that your practice/workplace assessor and your University lecturer are satisfied that you are developing sufficiently and that you are able to progress to the next level of your programme. Getting regular feedback from your Employer and University will help you gather evidence of your progress at work and for the requirements of the Nurse Associate Apprenticeship Standard).

Modules use formative and summative assessment so that apprentices progress through a module in a structured and constructive way and build knowledge for practice in a coherent and logical way. Formative assessments are designed so that feedback on the individual apprentice's performance is provided prior to the submission of the final, summative assessment – though this does not contribute to the final module mark, or the credit awarded.

### **Feedback**

There are a lot of different opportunities for feedback within both the programme. These include formal or informal, each offering a prompt to reflect on advice and guidance to develop as a learner. You will receive formative feedback throughout your course; this is entirely developmental, and it does not come with a specified mark as a summative assignment would. However, at its heart, feedback is about developing you as an individual and a future practitioner in whichever course you are studying.

The feedback from your lecturer signposts your areas for development in the next piece of work you complete and should commend you for strengths to your work. One thing to be aware of is that all summative feedback will be given in the context of your learning objectives for the module. So, it is a good idea to look to these to understand and unpick the feedback you receive.

Reading, understanding and acting on the feedback you receive is important in helping you with your summative assessments and in preparing for future assessments. If you do not understand your feedback, it is important that you ask for clarification.

Please see this link on [feedback](#) for further guidance

### **End Point Assessment**

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme theory and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment for this programme is an integrated, mapped to the Apprenticeship Standards for Nurse Associates, which leads to a career in a regulated profession (one where access to the profession is totally controlled by a professional body for example, the Nursing and Midwifery Council) and will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the gateway criteria, including a non-credit bearing Gateway QPU, for the integrated end point assessment, they will not be able to complete the university's academic award. Failure to satisfy the QPU requirements, passing only the theory component, will lead to an exit qualification of Diploma Higher Education (DipHE) in Health Care Studies and the student will not be eligible for professional NMC registration.

Your EPA is integrated into your programme at UoC. UoC are responsible for the design, marking and decision to award the Apprenticeship. The independent external examiner will award the apprenticeship once all gateway criteria are met.

Before you attempt the EPA you must have achieved the minimum requirements of:

- Apprentice has met the knowledge, skills and behaviours
- Employer and NMC Approved Educational Institution (AEI) are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard
- Achieved English and mathematics at Level 2
- Completion of all required modules, taking into account any Recognition of prior learning (RPL), of the foundation degree approved by the Nursing and Midwifery Council in line with the requirements specified in the Nursing Associates Programme Standards (NMC 2018) which includes the mandatory protected learning time and a minimum 460 hours of external practice placements but before the AEI's examination board
- Practice Assessment Document (PAD) completed and signed-off by their practice and academic assessor

### **Overview of End Point Assessment**

Apprentices will complete all academic modules at level 4 and level 5 successfully (including practice elements). These marks will be presented at the University Progression and Awards Boards (UPAB) where successful completion of the programme will be confirmed. An independent external examiner (with professional competence) will be present at the UPAB to confirm the award of the apprenticeship. Completion of a learning plan evidencing that all the Knowledge, Skills and Behaviours have been met will be confirmed by the programme team prior to the End Point Assessment.

The EPA starts with the examination board and finishes when the University of Cumbria makes the required declarations to the NMC:

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

The apprentice is not required to carry out any additional assessments

## **Graduate Prospects**

You will finish this programme fully qualified to join the NMC Register, allowing you to practice as a Nurse Associate. The need for qualified Nurse Associates is ever-expanding, so you can be confident that your qualification will open many doors for sustainable employment and career progression. You'll also be ready to take on one of our post-registration courses to continue your professional development.

Nursing offers you the chance to make a difference, a high degree of flexibility and a career with excellent employment prospects. Nursing is changing and with the advent of digital health technologies and the emphasis on caring for service users in more community and outward facing services, the scope for a greater variety of settings in which nursing is delivered has increased.

Examples from recent graduates from our degree programmes include:

Hospitals and specialist units such as critical care/surgery/medicine; accident and emergency; renal unit, cardiothoracic care;

Hospices;

Community nursing and general practice;

Nursing homes;

Mental health in-patient units and community mental health teams;

Specialist teams such as adolescent mental health, drug and alcohol services;

Forensic mental health in both the NHS, private and voluntary sectors, and prisons;

Learning disabilities (LD) including community teams, LD forensic services and school nursing for children with learning disabilities

Your apprenticeship prepares you for the variety of settings in which you may eventually work by ensuring that you develop knowledge, experience and confidence to be able to work with service users as partners and with other healthcare professionals.

Apprentices are supported by the academic team and their employer regarding career development and a successful future. Apprentices can also contact University of Cumbria Careers Team for further advice and guidance.

## MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
NASS4101	Foundations of Nurse Associate Practice	40	Core
NASS4102	Applied Biological Sciences for Health across the Lifespan	20	Core
NASS4103	Concepts of Health and Wellbeing	20	Core
NASS4104	Fundamentals of Decision- Making	40	Core
NASS9101	Part 1 Practice Assessment	0	QPU

Year 2 (120 credits)			
Code	Title	Credits	Status
NASS5101	Therapeutic Interventions	40	Core
NASS5102	Developing Nurse Associate Practice	20	Core
NASS5103	Advancing Nurse Associate Practice	40	Core
NASS5104	Preparation for Professional Practice	20	Core
NASS9102	Part 2 Practice Assessment	0	QPU
EPAG9013	Nursing Associate Apprenticeship Gateway	0	QPU
<p><b>Students exiting at this point with 240 credits and the Qualificatory Practice Units would achieve the target award of the FdSc Nurse Associate and be eligible to apply for registration with the NMC.</b></p>			

Key to Module Statuses	
Core modules	Must be taken and must be successfully passed.
Qualificatory practice units	<p>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. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award May be available if you are not successful in the QPU element of your programme.</p> <p>All Programmes MUST include a Gateway QPU</p>

Timetables
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Timetables are normally available no less than 4 weeks before the start of Semester1. Please note that while we make every effort to ensure timetables are as apprentice-friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

## ADDITIONAL INFORMATION

### Apprentice Support

#### Support in your Workplace

At your workplace, you will be supported by your employer. The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the student, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTM system and may be audited by the DfE or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

#### Nominated Person

Each Placement will have a nominated person who oversees all practice learning in the environment. This person will be available to support you and be able to suitably address your concerns should you have any.

**Practice Assessors** have a key role in assessing and confirming your proficiency and providing assurance of your achievements and competence. This includes facilitating learning opportunities and ensuring any reasonable adjustments are in place so you can get maximum benefit from the practice experience. A practice assessor will observe you, conducting and recording your assessments informed by your reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. They will also liaise with the Academic Assessor, scheduling communication at relevant points.

**Practice Supervisors** are registered nurses, midwives or other registered health/social care professional. In many practice areas you will be supported by several Practice Supervisors. Some areas may adopt a team-based approach due to the nature of the experience. Practice Supervisors have an important role in supporting and guiding you through your learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments you may need to get maximum benefit from the experience. Practice supervisors contribute to your assessment through the recording of regular feedback on your progress towards, and achievement of your proficiencies providing specific feedback to the Practice Assessor on your progress.

**Supervision in other placement areas** (i.e., those areas where there are no health/social care registrants). A range of staff can support learning and have a vital role in your learning and development even though they may not be contributing formal assessment of proficiencies. However, these staff members can provide valuable feedback on your achievements within the PAD on the *Record of communication/additional feedback pages*.

**Academic Assessors** are Registered Nurses and are nominated for each part of the educational programme. Academic assessors are likely to be your university lecturers. The same Academic Assessor cannot contribute to the student assessment in *consecutive* parts so you will be allocated a different one for each part of the programme. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend you for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms.

All scheduled interviews between you, practice supervisors/assessors and academic assessor's as well as communications/ additional feedback needs to be recorded on the relevant pages in the PAD.

**Link lecturers** are University lecturers who also have a role as a named link lecturer for clinical practice settings. The main duty and responsibility of the link lecturer is to assist the practice area to provide appropriate learning experiences via the audit process and to be a general point of contact. Your first point of contact would be your allocated academic assessor, but the link lecturer may be a useful contact.

**Practice Education Facilitators (PEFs)** are Registered Nurses or Health Professionals in practice settings who act as a link between the University of Cumbria and some health care providers throughout Cumbria and North Lancashire. Although the remit of the role may vary between each site there are key functions that are undertaken by each of them, for example an important part of their role is to play a major role in the maintenance and development of the quality systems and processes in the practice areas.

### **University Support**

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

We provide responsive apprentice support that promotes student success. Our approach to apprentice 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 an apprentice 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.

### **University Induction**

You will undertake a thorough induction programme with targeted sessions to explain the Apprenticeship programme, its requirements, the logistics and how you will be supported to the Gateway.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. 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. In addition to your Personal Tutor you will have a designated Academic Assessor whose role it is to have oversight of you overall development as well as to work with your Practice Assessor to decide if you are making sufficient progress to move to the next level of study.

### **Personal Development Planning**

Apprentices on the programme develop personally and professionally. Student's development is shaped, not just by the programme but by a range of activities which are additional to the programme. These include:

- The opportunity to represent the University as Apprentice Quality Ambassadors or Apprentice Representatives.
- Engagement in professional conferences such as Positive Choices (for LD apprentices), the Dementia Day (all apprentices), the Health and Wellbeing Conference (all apprentices) and the Royal College of Nursing Conference (all apprentices).
- The Careers Day in year 3 providing an opportunity to meet employers and network professionally.

- These opportunities take apprentices outside of student's usual experience and bring them into contact with situations that challenge them, provide experiences on which to reflect on students' skills and knowledge and foster their own creativity.
- Employer-led activities to develop your skills into the roles that you will hold on completion of the programme.

## Training Hours

DfE's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. ESFA has defined off-the-job training as *"learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties"*.

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up-to-date record of off the job learning hours completed by submitting a monthly summary of hours in the APTM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

A higher level apprenticeship will always require more training hours than the minimum figure set in the funding rules, the hours for this programme are regulated by the NMC.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date, and with fewer hours than set out in the Training Plan, a separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

<https://www.gov.uk/guidance/apprenticeship-funding-rules>

## Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions:

- A student on this programme is not permitted to retake any of the modules.
- For modules with no practice assessment elements, should you fail the initial (first) assessment and the first reassessment opportunity, you will be offered a 2<sup>nd</sup> reassessment opportunity on the condition that you engaged with the first reassessment opportunity (for which you will be provided the appropriate academic support). If you subsequently fail this

2<sup>nd</sup> reassessment, you will be required to exit the programme with the relevant exit award and transcript of awarded credits.

- Progression to level 5: You must successfully complete a minimum of 80 Level 4 credits before attempting any study at level 5.

## External and Internal Benchmarks

The programme outcomes are referenced to the Apprenticeship Standard for Nursing Associate (and also the related Assessment

Plan) <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018-v1-1>

QAA, UK Quality Code for Higher Education, 2018 [UK Quality Code \(qaa.ac.uk\)](https://www.qaa.ac.uk/quality-code)

QAA, Foundation Degree Characteristic Statements, (2020) [Characteristics Statement: Foundation Degree \(qaa.ac.uk\)](https://www.qaa.ac.uk/foundation-degree-characteristic-statements)

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

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

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

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

NMC The code: Professional Standards for Nurses, Midwives and Nursing Associates, (2018) [The Code \(nmc.org.uk\)](https://www.nmc.org.uk/the-code)

NMC Supporting Information: Practice Environment Case studies for Nursing Associate programmes, (2018) [nursing-associates-practice-environment-supporting-information.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/nursing-associates-practice-environment-supporting-information.pdf)

NMC Guidance on Health and Character, (2019) [Health and character guidance for AEIs - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk/health-and-character-guidance-for-AEIs)

Royal Pharmaceutical Society, Professional Guidance on the Safe and Secure Handling of Medicines, (2024) <https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines>

HEE Advisory Guidance on Administration of Medicines by Nursing Associates, (2017) [Advisory guidance - administration of medicines by nursing associates.pdf \(hee.nhs.uk\)](https://www.hee.nhs.uk/advisory-guidance-administration-of-medicines-by-nursing-associates.pdf)

NMC Raising Concerns - Guidance for Nurses, Midwives and Nursing Associates, (2018) [raising-concerns-v2.pdf \(nmc.org.uk\)](https://www.nmc.org.uk/raising-concerns-v2.pdf)

[Subject Benchmark Statement: Health Studies](#)

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

[University of Cumbria Towards 2030](#)

UoC Learning, Teaching and Assessment Strategy

[University of Cumbria Academic Strategy](#)

[University of Cumbria Learning, Teaching and Assessment Plan 2024-2027](#)

[Academic regulations | University of Cumbria](#)

[UoC Placement Policy for Health Care Professionals | University of Cumbria](#)

### Disclaimer

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:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/nursing-associate/>

## **Appendix 1**

### **Apprenticeship delivery structure**

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.