

Higher/Degree Level Apprenticeship Programme Specification

This programme specification is designed for prospective employers and their apprentices, academic staff, enrolled students and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate.

Apprenticeship Standard Title	Nursing Associate (NMC 2018)		
Programme Title and Name of Award	FdSc Nursing Associate (HLA)		
Academic Level	5	Total Credits	240
Apprenticeship Standard and Assessment Plan	<p>Nursing Associate (NMC 2018) Apprenticeship standards: https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-(nmc-2018)-v1-1</p> <p>Nursing Associate (NMC 2018) Apprenticeship Assessment plan: https://www.instituteforapprenticeships.org/media/5031/st0827_v1_2_nursing_associate_I5_fully-integrated-ap_for-publication_06042021-1.pdf</p> <p>The QAA Characteristic Statement for Apprenticeships can be found here.</p>		
LARS Code of the Apprenticeship Standard	434	LARS Code of the University Award	00304630
Professional Body Accreditation / Qualification	<p>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.</p> <p>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.</p>		
Date of Professional Body Accreditation	11/11/2019	Accreditation Period	Ongoing
Employer Organisation	Local NHS, private Voluntary and independent organisations who have signed a partnership agreement		

End Point Assessment	Integrated
End Point Assessment Organisation	University of Cumbria
External Quality Assurance Body	NMC, ESFA, OfQual, OfS and OfSted
HECoS Code	100290
Criteria for Admission to the Programme	<p>Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and 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. Selection of apprentices (in England) is principally an employer-led activity.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:</p> <ul style="list-style-type: none"> • Levy paying employers with sufficient funds in their digital account – 100% funding • Non Levy payers -95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme. • Non levy paying organisations, must register on the Governments Digital Apprenticeship Service and reserve funds for their apprenticeship prior to the programme starting unless they are being funded by levy-transfer. <p>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 directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application, which it will assess according to the programme entry criteria:</p> <p><u>Employer selection criteria</u></p> <p>The NMC (2018) stipulate that together with practice learning partners, on entry to the programme applicants must:</p> <ul style="list-style-type: none"> • demonstrate values in accordance with The Code (NMC, 2018) • have capability to learn behaviours in accordance with The Code

- have capability to develop numeracy skills required to meet programme outcomes
- demonstrate proficiency in English language
- have capability in literacy to meet programme outcomes
- have capability for digital and technological literacy to meet programme outcomes

University selection criteria

Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website:

<https://www.cumbria.ac.uk/business/apprenticeships/apprentices/>

Mapping of previous knowledge and skills and supporting evidence is assessed and discussed with the employer. This must be done prior to the start of the apprenticeship as can affect the cost and the contract.

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->

	<p><u>based-recruitment</u> 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.</p> <p>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.</p> <p><u>NMC Reference</u></p> <p>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.</p> <p><u>English & Maths</u></p> <p>Apprentices should have a minimum of Level 2 qualifications in English and Maths (or must complete both before the Apprenticeship gateway point is reached).</p> <p>For this programme holding level 2 qualifications in English and maths is a pre entry requirement.</p> <p><u>Exit from employment</u></p> <p>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.</p> <p>If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.</p> <p>If the redundancy is over six months from the planned end date, the ESFA 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.</p>
Additional Qualifications	Not applicable

Teaching Institution	University of Cumbria	
Owning Institute	Health	
Programme delivered in conjunction with	Local employers, NHS healthcare Trusts, Private Voluntary and Independent sectors	
Principal Mode of Delivery	Blended Learning	
Pattern of Delivery	Full time work-based apprenticeship with block release or day release study days	
	Total weeks of study:	104 weeks
	Delivery pattern:	2 x 52-weeks
	Standard Semester Dates:	No
Delivery Site(s)	Lancaster; Barrow; Carlisle; approved partner locations	
Programme Length	Standard: 2 years	
	Maximum: 6 years according to University academic regulations 2018/19	
Exit Awards	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full degree programme.</p> <ul style="list-style-type: none"> • Certificate of Higher Education in Healthcare Studies on completion of 120 CAT points level 4 (with or without QPU) • FdSc in Healthcare Studies on completion of 120 CAT points level 4 and 120 CAT points level 5 (without both QPUs) • Students are eligible to apply with the NMC on completion of the FdSc Nursing Associate Programme. The EPA for this programme will be the final; University Board where the academic award is confirmed 	
Period of Approval	January 2020 to December 2024	

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, locations, and employers in every academic cycle. Potential apprentices should contact the University for details of the recruiting offer.

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

Apprenticeships combine university study and workplace learning to enable apprentices to develop full occupational competence in their profession. 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 (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016).

The Apprenticeship Standard and Assessment Plan for the Higher Level Apprenticeship in Nursing Associate (NMC, 2018) have been designed by employers in the health sector. The Higher Level Apprenticeship for the occupation Nursing Associate at the University of Cumbria leads to the academic award of FdSc Nursing Associate.

This 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 a specific job role.

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, as well as being referenced to the QAA Subject Benchmarking Statement for Health Studies (2016). HEE Nursing Associate Curriculum Framework, (2017) and other academic standards. 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, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing and industrial visits. 20% is a minimum requirement and the actual amount of hours required will be specified in the commitment statement for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the commitment statement before they will be allowed to pass gateway for end point assessment.

The Nursing Associate role has been introduced to help address staff shortages in nursing. It is an exciting new career which aims to bridge the gap between the roles of health and care assistants and registered nurses, as well as providing a progression route into graduate level nursing. The role is competency based, supported and supervised by appropriately qualified staff, enabling you when you qualify 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 care across the lifespan in a diverse range of settings.

The Nursing and Midwifery Council, (NMC) are the statutory body that regulate the standards of Nursing Associate education. As such they approve Nursing Associate programmes to ensure they meet the required standards. This HLA is delivered by an NMC approved training provider/higher education institute (HEI) in partnership with employers and assessed by an Education and Skills Funding Agency (EFSA) Register of Apprentice Assessment Organisations. This quality assurance process ensures that as an apprentice you integrate academic knowledge, understanding and skills with the opportunity to apply this to different clinical settings and thus to develop occupation competency and professionalism to register as a Nursing Associate.

As an apprentice you will be working in professional employment whilst also learning in the workplace utilising a structured delivery pattern, supported by both the university and the employer. The NMC requires equal theory and practice learning hours. Within practice learning there is a requirement for you to have protected practice learning time and clinical placements. These hours will be included as part of the agreement for 'off the job' training hours. You will be provided with Nursing Associate Practice Assessment Documents (NAPADs) to document achievement of proficiencies and requirements of both End Point Assessment (EPA) and NMC registration. Practice supervisors and assessors will support, assess and provide evidence of clinical competence. Final discussions will take place with your academic supervisor to ensure you meet requirements to progress to your next part of programme or registration (as appropriate).

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 skills and competency through simulation-based activities in the high-fidelity simulation suite practising of 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). Protected theory time will contribute to the 60% off the job training as required by the Institute of Apprentices, (2019) and 50% programme theory hours, (NMC, 2018)

Practice learning will take place in both your own workplace and in a variety of clinical placements, with a minimum 1,150 hours protected learning time as required by the NMC. Over the 2 year period of the programme you are required to spend 675 hours minimum (Institute of Apprentices, 2019) in

settings other than your own workplace 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).

You will be allocated to a 'hub' practice setting. In discussion with your practice supervisor and assessor 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 Placement 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.

The apprenticeship programme is offered at the University on an "open cohort" basis in a flexible part-time block mode that normally takes 3, 4 or 5 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.

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. The first TPR will take place during week 4 or 5 when apprentices commence their first placement block. Subsequently they will take place once a semester as a minimum, but may be undertaken more frequently if there is any cause for concern.

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. "Nursing Associates must be emotionally intelligent and resilient individuals, able to manage their own personal health and wellbeing, recognise boundaries of their practice and know when and how to access support," (Institute for Apprenticeships and Technical Education, 2017). Students are also encouraged to look after themselves in terms of sleep, exercise, diet, developing resilience and good mental health. You are also required to sign an initial and subsequent annual declaration of good health and good character, (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 online 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 recently received a good overall rating by Ofsted for the FdSc Health and Social Care Assistant Practitioner apprenticeship. The University also 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 new and exciting 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 during your Tripartite reviews 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.

Integral to the success of any apprenticeship programme is the effectiveness of the relationships, engagement and partnership working with your employers. Through this positive collaboration, communication is strong, alongside sharing of ideas, creativity, leadership and problem-solving to ensure you meet the requirements of the role and the needs of your service.

The apprenticeship programme is offered at the University on an "open cohort" basis in a flexible part-time block mode that normally takes 3, 4 or 5 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.

Aims of the Programme

The overall aims of the Programme are:

1. Nursing Associates are capable of providing safe and effective care, (NMC, 2018)
2. Nursing Associates are compassionate, competent and confident.
3. Nursing Associates 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.

Programme Outcomes – Knowledge and Understanding

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

Level 4: After 120 credits of study (CertHE) you will typically be able to –

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.

Level 5: After 240 credits of study (FdSc) you will typically be able to demonstrate to –

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 and Behaviours)

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.

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 Apprenticeship Standard for Nursing Associate (and also the related Assessment Plan) - [https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-\(nmc-2018\)-v1-1](https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-(nmc-2018)-v1-1)

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

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=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d& t_q=number+simulation+hours& t_t ags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38& t_ip=86.156.234.219& t_hit.id=NMC Web Models Media DocumentFile/ ee69858 0-6216-4b02-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>

Institutes for Apprenticeships and Technical Education, Nursing Associate (NMC 2018) Apprenticeship Standard and Assessment Plan <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018/>

EFSA Complete Guide to Higher and Degree Apprenticeships, (2017) - https://www.instituteforapprenticeships.org/media/5031/st0827_v12_nursing_associate_I5_fully-integrated-ap_for-publication_06042021-1.pdf

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)

- UoC Departmental Business Plans
- UoC Academic Regulations and Academic Procedures and Processes

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.

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 18 months 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). will be able to top up to the BSc (Hons) Practice Development 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.

Delivery Arrangements and Attendance

The Nursing Associate apprenticeship is undertaken over a 2-year period. All components of level 4 level 5 study must be successfully completed. After completing the programme, you will have 5 years in which to register or record your qualification with the NMC.

In order to comply with NMC requirements, all module study days must be attended. If this is not possible for any reason, there will be a requirement to demonstrate how you will meet the learning outcomes for the session that has been missed. It is possible that self-directed study days can be taken any day during the week in agreement with your supervisor/employer. In practice you will be expected to undertake protected learning time and placements (see your Practice Learning handbook for more information). You are required to demonstrate competence of 1,150 hours of practice learning before completion of the programme and you cannot proceed to NMC registration until any missed hours are recouped. You will be able to record your practice learning hours and flexible study days on an online timesheet. This will be monitored by the University Placement Unit, your practice supervisor/assessor and your personal tutor.

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

As an apprentice 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 placement 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 apprentices 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.
- Apprentice 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 as well as 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 skills training will be provided by appropriately skilled staff. 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.

Practice learning will obviously occur in your place of employment and on placements, 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 employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship programme that apprentices must maintain a portfolio of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities and that this portfolio is discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during tripartite learner review meetings to ensure that you are making suitable progress. The building of this portfolio is therefore integral to the degree programme and the end point assessment. TPR meetings, between yourself, your practice supervisor and your personal tutor will take place every at least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer. The frequency is a stipulation of the ESFA and the timing of meetings will be monitored by the University to ensure that they are timely and effective in monitoring progress towards achievement of your learning goals.

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/placement. 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 skills laboratory, 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.

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.

Management of Work Integrated 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 is a practice module in each part (year 1 and year 2) of the programme. You will be allocated to a 'Hub' practice setting for each part and will access 'spoke' experiences or short placements to ensure all required learning outcomes and competences can be achieved. You will also be allocated to 675 hours external placements throughout the 2 years in order for you develop experience and exposure of caring for people with differing needs in differing settings. Part of this practice experience may take the form of simulated practice learning. The 'Hub and spoke model' will be implemented in partnership with the employer and University Placement Unit (Practice learning Handbook for more information). Suitably prepared practice supervisors and assessors will support and assess your 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. This is also mapped to the Institute of Apprenticeships Standard for Nursing Associates. 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.

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.

In order to meet EFSA requirements, Tripartite meetings between you, either your practice supervisor/assessor and a university lecturer will take place in practice at least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer. This is a progress review meeting to ensure that you are making adequate progress in both theory and practice throughout the course of your programme. 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 Link Lecturers and Practice Education Facilitators (PEFs) 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. This is also mapped to the Institute of Apprenticeships Standard for Nursing Associates. 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). As well as abiding by employer policies 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.

End Point Assessment

All apprentices must pass 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.

Nursing Associates are subject to statutory regulation by the Nursing and Midwifery Council. The NMC sets the standards of proficiency required for entry to the professional register and these are in effect the occupational standards for nursing associates. The NMC also has the statutory duty to set requirements of programmes necessary to support the achievement of the occupational standard. The EPA assesses whether students have also passed the apprenticeship and is based on the same professional knowledge, skills and behaviours as the occupational standards.

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 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. An independent external examiner needs to be present at the University Assessment Board to confirm that apprentices have met the requirements and have therefore passed the End Point Assessment.

The end point assessment for integrated degree apprenticeships that lead 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 Health Care Professions Council) 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 for such and integrated end point assessment, they will not be able to complete the university's academic award.

According to the integrated Assessment Plan for the Nursing Associate Apprenticeship Standard (ST0827/AP08), the following must be completed before going forward for EPA Gateway:

- Apprentice has met the knowledge, skills and behaviours
- Employer and NMC Approved Education Institution (AEI) are satisfied that 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

The EPA must be completed within an EPA period lasting a maximum of 1 month(s), starting with the examination board and finishes when the AEI makes the required declarations to the NMC. The apprentice is not required to carry out any additional assessments

The EPA period should only start once the employer and the NMC Approved Education Institution are satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. The EPA starts with exam board and finishes when the AEI:

- 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

Further information on end point assessment can be found [here](#).

Student Support

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.

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.

You will be allocated a practice supervisor and assessor. They will support you in your learning in the clinical setting and facilitate the development of clinical skills to enable you to develop competence in the NMC proficiencies for the nursing associate role. University Link Lecturers and Practice Education Facilitators (PEFs) support both you and your practice supervisor and assessor in the clinical setting.

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 ESFA 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.

University 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.

Mentors will also be invited to the induction session for apprentices.

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.

Apprenticeship Liaison

Regular communication will take place between the programme lead and your employers to ensure the success of this new programme. This will ensure good partnership links and ensure that the programme allows you to gain the necessary learning in both theory and practice to allow you to fulfil your role as a trainee Nursing Associate. Part of this role will also involve ensuring your practice supervisors and assessors are adequately prepared and supported in the development of your practice knowledge, skills and behaviours.

Personal Development Planning

As a student on a Nursing Associate programme you will have previous experience in both clinical and educational settings which will be directly relevant to your learning on this course. From the outset you will undertake an initial learning needs 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 both your NAPAD and Tripartite review forms. 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 Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online 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 on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start to Apprenticeships](#) Head Start to Apprenticeships is a self-learning module that is completed online and at your own pace. The module gives new apprentices an opportunity to prepare for their transition into university study by starting to develop the academic skills and digital capabilities, as well as understand the apprenticeship processes, to help become successful apprentices. A digital badge is generated for each finished unit and a complete set of badges results in a Certificate of Completion for Head Start to Apprenticeships. All apprentices are given the opportunity to register and complete Head Start prior to registering for their main programme of study. This course is free and available via Blackboard, the Virtual Learning Environment and MOOC. More details and guidelines on how to access the course are available in the [Head Start to Apprenticeships](#) section of our website.

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 (2nd and 3rd 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.

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 [IT 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 [IT Services 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.

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Any apprentice identified as having a learning support need either through self-declaration or through assessment by a tutor will be offered an individual assessment of their learning support needs, in order to develop a learning support plan. Learning support will then be given by the disability support team in line with this plan.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

[UoC Active](#): Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

[International Student Support](#): Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

[Money Advice](#): The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student 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.

You can email at any time on studentvoice@cumbria.ac.uk.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support

Pop Up Information Points

Keep a look out for these! They are happening on your campus around Sept/October and January. There will be approachable students and staff around to help out with any practical queries as you settle into your studies, and to remind you of the wide range of support available. You are encouraged to attend as it will give you the opportunity to talk to people about a range of things, such as your finances, and budgeting, additional help for a specific learning difficulty or disability, finding part-time work and working towards your dream career, getting involved in new activities, or juggling everything alongside your studies.

Programme Curriculum Map							
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	NMC Outcomes	Apprenticeship Standards achieved (see Appendix 2)
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	K16, K22, K23, S17, S25, S26, S27, S28, S29,
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,	K1, K6, K7, K8, K19, K20, K26, S1, S2, S3, S4, S11, S12, S18, S19, S22, S33, S34, S36,
4	NUAS4003	Developing Evidence Based Practice	20	Core	K1, K2, K3, S1, S2, S3	Platform 1.7	K4
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,	K2, K5, K18, K34, S8, S9, S44
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,	K3, K9, K10, K11, K12, K13, K14, K15, K43, S13, S14, S15, S16,
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	K17, K24, K25, S6, S30, S31,

4	NUAS9001	Qualificatory Practice Unit Part 1	0	Qualificatory	S1, S2, S3	All platforms	B1, B2, B3,
5	NUAS5001	Pharmacology and Medicine Therapeutics	20	Core	K4, K5, K6, S4, S5, S6	Platform 3.15, 3.16, 3.17	K27, K28, K29,
5	NUAS5002	Living with Long Term Conditions Across the Lifespan	20	Core	K4, K5, K6, S4, S5, S6	Platform 3.19, 6.2, 6.5 6.6,	K21, K37, K40, S39,
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,	K39, S10, S21, S23, S32
5	NUAS5004	Communication and Relationship Management in a Therapeutic Context	20	Core	K4, K5, K6, S4, S5, S6,	Platform 1.9, 3.23	S7, S20,
5	NUAS5005	Understanding Care Needs	20	Core	K4, K5, K6, S4, S5, S6	Platform 6.3	K38
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,	K30, K31, K32, K33, K35, K36, K41, K42, S35, S37, S38, S40, S41, S42, S43,

5	NUAS9002	Qualificatory Practice Unit - Part 2	0	Qualificatory	S4, S5, S6	Platforms 1.17, 3.6, and all platforms for behaviours	S5, S24, B1, B2, B3
	EPAG9005	Nursing Associate Apprenticeship Gateway	0	Qualificatory Pass/Fail			Gateway requirements achieved

Notes

In accordance with the Apprenticeship Standard and Assessment Plan, students must maintain a portfolio of their completed work to demonstrate their achievements and capabilities. It consists of the practical output of all assessments completed during the programme, including the final project report and presentation (if applicable).

A failed student will not be permitted to re-register on the same programme.

* Key to Module Statuses

Core Modules	Must be taken and must be successfully 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 Apprenticeship Journey: Full Time

The precise arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Journey Milestone	Method of Checking	Approximate Deadline
Year 1		
Commence Learning - 4/52 Theory Block NUAS4001; NUAS4002; NUAS4004; NUAS4006, NUAS9001	Register on programme / attend lectures	Week 1-4
L2 Functional Skills Diagnostic Completed	Evidence shown prior to commencing programme	Week 4
Tripartite Review 1	Upload on APTEM	Week 5
Commence Practice Experience 1	Online PARE	Week 5
Initial Interview PARE	Online PARE	Week 5
2/52 Theory Block – complete NUAS4001 and NUAS4004	Attendance at lectures and engagement with learning materials	Week 8-9
Module Assessment - NUAS4004	Turnitin	Week 14
Interim Interview PARE	Online PARE	Week 16
2/52 theory block - commence NUAS4003; NUAS4005	Attendance at lectures and engagement with learning materials	Week 17-18
Module assessment - NUAS4001	Turnitin	Week 17
Tripartite Review 2	APTEM	Week 20

2/52 theory block - complete NUAS4003; NUAS4005 and NUAS4006	Attendance at lectures and engagement with learning materials	Week 22-23
Module assessment - NUAS4003	Turnitin	Week 25
Module assessment - NUAS4006	Turnitin	Week 29
Final interview PARE	Online PARE	Week 30
Complete Practice Experience 1	Online PARE	Week 31
1/52 Theory Block – complete NUAS4002	Attendance at lectures and engagement with learning materials	Week 32
Module Assessment - NUAS4005	Turnitin	Week 32
Commence Practice Experience 2 and Initial Interview	Online PARE	Week 33
Module Assessment - NUAS4002	Turnitin	Week 38
Interim Interview	Online PARE	Week 40
Tripartite Review 3	APTEM	Week 43
Final Interview with Academic and Practice Assessor Module Assessment - NUAS9001	Online PARE and Marksheet to PAD prior to MAB	Week 46
4/52 Recoup of Practice (if required)	Online PARE	Week 48-51
Year 2		

Commence Learning - 2/52 Theory block, commence NUAS5001; NUAS5002; NUAS5005; NUAS5006; NUAS9002	Attendance at lectures and engagement with learning materials	Wek 55-56
Commence practice experience 3 Initial interview	Online PARE	Week 57
Tripartite Review 4	APTEM	Week 60
2/52 Theory Block - commence NUAS4003; NUAS4004. Complete NUAS5001; NUAS5002	Attendance at lectures and engagement with learning materials	Week 60-63
Interim Interview	Online PARE	Week 64
Module Assessment - NUAS5001	Turnitin	Week 68
Module Assessment - NUAS5002	Turnitin	Week 69
Final interview Practice experience 3 complete	Online PARE	Week 70
2/52 Theory Block - complete taught NUAS5003	Attendance at lectures and engagement with learning materials	Week 71-72
Practice experience 4 commences Initial interview and Tripartite Review 5	Online PARE	Week 73
Module Assessment - NUAS5003	Turnitin	Week 77
2/52 Theory Block - complete NUAS5004, NUAS5005 and NUAS5006	Attendance at lectures and engagement with learning materials	Week 77-78
Module Assessment - NUAS5004	Turnitin	Week 82

Interim Interview and Tripartite Review 6	Online PARE	Week 83
Module Assessment – NUAS5005	Turnitin	Week 87
Practice Experience 4 complete Final Interview with Academic and Practice Assessor	Online PARE	Week 91
Module assessments - NUAS5006 and NUAS9002	Turnitin and Marksheet to PAD prior to MAB	Week 92
1/52 Skills Practice	Attendance at lectures and engagement with learning materials	Week 96
4/52 Recoup Placement (if required)	Online PARE	Week 97-100
Nursing Associate Apprenticeship Gateway	Apprenticeship Team / Programme Leader evidence check	By week 100
EPA	UPAB	Week 100

Indicative Academic Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Proposed Start Date - January

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
NUAS4001	Applied Biological Sciences for Health	48	Spring semester (SEM2) into extended spring semester (SEM2E)	Combination of block release, day release and blended learning	Set Exercise	Beginning May
NUAS4002	Professional Practice and Accountability	48	Spring semester (SEM 2) into Autumn (SEM1 following academic year)	Combination of block release, day release and blended learning	3,000-word portfolio	End September
NUAS4003	Developing Evidence Based Practice	48	Extended Spring semester (SEM2E)	Combination of block release, day release and blended learning	2,500 word written assignment	End June
NUAS4004	Introduction to Communication and Interpersonal Skills	48	Spring semester (SEM2)	Combination of block release, day release and blended learning	20 min oral presentation	Mid April
NUAS4005	Concepts of Health and Social Policy	48	Extended Spring semester (SEM2E)	Combination of block release, day release and blended learning	20 min oral presentation	Mid August

NUAS4006	Introduction to Nursing Associate Practice	48	Spring semester (SEM2) in to extended Spring (SEM2E)	Combination of block release, day release and blended learning	3,000 word written assignment	End July
NUAS9001	Qualificatory Practice Unit Part 1	575	Spring semester (SEM2)	Combination of block release, day release and blended learning	Formative - completion of E - Learning for Health (ELfH) online module assessments	Beginning February
			Spring (SEM2) extending to Autumn (SEM 1 following academic year)	Practice Learning	Summative clinical practice assessment for progression point 1 -NAPAD	End Sept
Students exiting at this point with 120 credits at Level 4 would receive a CertHE in Healthcare Studies						
NUAS5001	Pharmacology and Medicine Therapeutics	36	Spring semester (SEM2)	Combination of block release, day release and blended learning	2 hour written exam	Mid April
NUAS5002	Living with Long Term Conditions Across the Lifespan	36	Spring semester (SEM2) into extended Spring (SEM2E)	Combination of block release, day release and blended learning	3,500 word written assignment	Beginning May
NUAS5003	Learning from the 'Lived Experience'	36	Extended Spring (SEM2E)	Combination of block release, day release and blended learning	20 mins oral assessment/presentation	Mid June
NUAS5004	Communication and Relationship Management in a Therapeutic Context	36	Extended Spring (SEM2E)	Combination of block release, day release and blended learning	3000-word Written assignment	End July

NUAS5005	Understanding Care Needs	36	Spring (SEM2) into extended Spring (SEM2E)	Combination of block release, day release and blended learning	3,000 word written assignment	Mid August
NUAS5006	The Nursing Associate as Leader	36	Spring (SEM2) extending to Autumn (SEM 1 following academic year)	Combination of block release, day release and blended learning	3,500 word written portfolio	End Sept
NUAS9002	Qualificatory Practice Unit - Part 2	575	Spring semester (SEM2)	Combination of block release, day release and blended learning	Formative completion of E - Learning for Health (ELfH)online module assessments	Beginning February
			Spring (SEM2) extending to Autumn (SEM 1 following academic year)	Practice Learning	Summative clinical practice an assessment for progression point 2 –NAPAD and mandatory numeracy assessment	End Sept
EPAG9005	Nursing Associate Apprenticeship Gateway	0	Year-long		Gateway evidence check	Prior to progression to UPAB
	End Point Assessment				Confirmation of award by UAB	On completion of the programme

Students successfully achieving 120 credits at Level 4, and 120 with Qualificatory Practice at Level 5 would receive a FdSc 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

Students exiting at this point with 240 credits plus passes in the end point assessment would receive Nursing Associate (NMC, 2018) status

Indicative Academic Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Proposed Start Date - April

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
NUAS4001	Applied Biological Sciences for Health	48	Extended Spring semester (SEM2E)	Combination of block release, day release and blended learning	Set Exercise	Beginning August
NUAS4002	Professional Practice and Accountability	48	Extended Spring (SEM2E) semester into Spring Semester (SEM2 following academic year)	Combination of block release, day release and blended learning	3,000-word portfolio	End January
NUAS4003	Developing Evidence Based Practice	48	Extended Spring (SEM2E) semester extending to Autumn (SEM1 following academic year)	Combination of block release, day release and blended learning	2,500 word written assignment	End September
NUAS4004	Introduction to Communication and Interpersonal Skills	48	Extended Spring semester (SEM2E)	Combination of block release, day release and blended learning	20 min oral presentation	Mid July

NUAS4005	Concepts of Health and Social Policy	48	Autumn semester (SEM1)	Combination of block release, day release and blended learning	20 min oral presentation	Mid December
NUAS4006	Introduction to Nursing Associate Practice	48	Extended Spring semester extending to Autumn (SEM1 following academic year)	Combination of block release, day release and blended learning	3,000 word written assignment	End October
NUAS9001	Qualificatory Practice Unit Part 1	575	Extended Spring semester (SEM2E)	Combination of block release, day release and blended learning	Completion of E - Learning for Health (ELfH) online module assessments	Beginning May
			Extended Spring semester (SEM2E) into Spring Semester (SEM2 following academic year)	Practice Learning	Summative clinical practice assessment for progression point 1 -NAPAD	Mid January
Students exiting at this point with 120 credits at Level 4 would receive a CertHE in Healthcare Studies						
NUAS5001	Pharmacology and Medicine Therapeutics	36	Extended Spring semester (SEM 2E)	Combination of block release, day release and blended learning	Set Exercise	Mid August
NUAS5002	Living with Long Term Conditions Across the Lifespan	36	Extended Spring semester (SEM2E)	Combination of block release, day release and blended learning	3,500 word written assignment	Beginning September
NUAS5003	Learning from the 'Lived Experience'	36	Autumn semester (SEM1)	Combination of block release, day release and blended learning	20 mins oral assessment/presentation	Mid October

NUAS5004	Communication and Relationship Management in a Therapeutic Context	36	Autumn semester (SEM1)	Combination of block release, day release and blended learning	3000-word Written assignment	End November
NUAS5005	Understanding Care Needs	36	Extended Spring (SEM2 E) into Autumn (SEM1 following academic Year)	Combination of block release, day release and blended learning	3,000 word written assignment	Mid December
NUAS5006	The Nursing Associate as Leader	36	Extended Spring (SEM2E) into Autumn (SEM1 following academic year)	Combination of block release, day release and blended learning	3,500 word written portfolio	End December
NUAS9002	Qualificatory Practice Unit - Part 2	575	Spring semester (SEM2)	Combination of block release, day release and blended learning	Completion of E - Learning for Health (ELfH)online module assessments	Beginning May
			Extended Spring semester (SEM2E) into Spring Semester (SEM2 following academic year)	Practice Learning	Summative clinical practice assessment for progression point 2 -NAPAD	Mid January
EPAG9005	End Point Assessment				Confirmation of award by UAB	On completion of the programme

Students successfully achieving 120 credits at Level 4, and 120 with Qualificatory Practice at Level 5 would receive a FdSc 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

Students exiting at this point with 240 credits plus passes in the end point assessment would receive Nursing Associate (NMC, 2018) status

Indicative Academic Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

Proposed Start Date - September

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
NUAS4001	Applied Biological Sciences for Health	48	Autumn semester (SEM1)	Combination of block release, day release and blended learning	Set Exercise	Beginning January
NUAS4002	Professional Practice and Accountability	48	Autumn semester (SEM1) into extended Spring (SEM2E)	Combination of block release, day release and blended learning	3,000-word portfolio	End May
NUAS4003	Developing Evidence Based Practice	48	Spring semester (SEM2)	Combination of block release, day release and blended learning	2,500 word written assignment	End February
NUAS4004	Introduction to Communication and Interpersonal Skills	48	Autumn semester (SEM1)	Combination of block release, day release and blended learning	20 min oral presentation	Mid December
NUAS4005	Concepts of Health and Social Policy	48	Spring semester (SEM2)	Combination of block release, day release and blended learning	20 min oral presentation	Mid April

NUAS4006	Introduction to Nursing Associate Practice	48	Autumn (SEM1) into Spring semester (SEM2)	Combination of block release, day release and blended learning	3,000 word written assignment	End March
NUAS9001	Qualificatory Practice Unit Part 1	575	Autumn semester (SEM1)	Combination of block release, day release and blended learning	Completion of E - Learning for Health (ELfH) online module assessments	Beginning October
			Autumn semester (SEM1)	Practice Learning	Summative clinical practice assessment for progression point 1 -NAPAD	End May
Students exiting at this point with 120 credits at Level 4 would receive a CertHE in Healthcare Studies						
NUAS5001	Pharmacology and Medicine Therapeutics	36	Autumn semester (SEM1)	Combination of block release, day release and blended learning	Set Exercise	Mid December
NUAS5002	Living with Long Term Conditions Across the Lifespan	36	Spring semester (SEM2)	Combination of block release, day release and blended learning	3,500 word written assignment	Beginning January
NUAS5003	Learning from the 'Lived Experience'	36	Spring semester (SEM2)	Combination of block release, day release and blended learning	20 mins oral assessment/presentation	Mid February
NUAS5004	Communication and Relationship Management in a Therapeutic Context	36	Autumn semester (SEM1) into Spring (SEM2)	Combination of block release, day release and blended learning	3000-word Written assignment	End March

					90 mins written exam	
NUAS5005	Understanding Care Needs	36	Autumn semester (SEM1) into Spring (SEM2)	Combination of block release, day release and blended learning	3,000 word written assignment	Mid April
NUAS5006	The Nursing Associate as Leader	36	Autumn semester (SEM1)	Combination of block release, day release and blended learning	3,500 word written portfolio	End May
NUAS9002	Qualificatory Practice Unit - Part 2	575	Autumn semester (SEM1)	Combination of block release, day release and blended learning	Completion of E - Learning for Health (ELfH) online module assessments	Beginning October
			Autumn (SEM1) into extended Spring (SEM2E) semester	Practice Learning	Summative clinical practice assessment for progression point 2 -NAPAD	End May
EPAG9005	End Point Assessment				Confirmation of award by UAB	On completion of the programme

Students successfully achieving 120 credits at Level 4, and 120 with Qualificatory Practice at Level 5 would receive a FdSc 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

Students exiting at this point with 240 credits plus passes in the end point assessment would receive Nursing Associate (NMC, 2018) status

Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The 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 and 20% is a minimum requirement. The actual number of hours required for each apprentice will be set out in the apprentice's commitment statement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed. The number of hours required in the commitment statement must be completed before an apprentice can pass gateway for end point assessment.

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 commitment statement. 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 of 20% for the duration of the apprenticeship.

Theory: Practice Time.

There is an NMC stipulation that the programme must contain a minimum 2,300 hours, with an equal balance of practice and theory hours. In order to ensure this happens the University placement unit will record an individual transcript of both placement and university hours for each student. Students may be required to make up time at the end of the programme before completion/eligibility to register with the NMC.

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- OFSTED Steering Group
- Apprenticeship Steering Group

	<ul style="list-style-type: none"> • Student Success and Quality Assurance Committee • ESFA Learner Survey / Quality Curriculum Review • Tripartite reviews will form part of the evaluation of reviewing workplace learning and assessment • NMC Annual Monitoring
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers • External surveys requested by regulatory bodies • Tripartite review meetings

Date of Programme Specification Production:	June 2019
Date Programme Specification was last updated:	March 2024
For further information about this programme, refer to the programme page on the University website	

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. Hence this specification distinguishes between:

- 1) The Curriculum Map, which consists of:
 - the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);
 - the designation of modules as core, compulsory, or optional

- 2) The Programme Delivery Structure, which consists of:
 - the semester(s) in which each module is delivered
 - the delivery method for each module (e.g. block release or day release)
 - the method of assessment and indicative assessment deadline(s)

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.

Appendix 2

Apprenticeship Standards to which the Curriculum Map refers

Mapping of Nursing Associate NMC Standards of Proficiency (2018) to NA Apprenticeship Standard					
Undertaken by Workforce Development Trust and accepted by NMC - letter from NMC supporting the standard - dated 12th September 2018					
	Mapping of Nursing Associate NMC Standards of Proficiency (2018) to NA Apprenticeship Standard				
Platform	Outcomes ↓	Skills	Knowledge	Duty	Behaviours
Being an accountable professional	1.1 understand and act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates, and fulfil all registration requirements	S.1 Act in accordance with the Code: Professional Standards of practice and behaviour for nurses, midwives and nursing associates, (NMC 2018) and fulfil all registration requirements	K.1 Understand the Code: Professional Standards of practice and behaviour for nurses, midwives and nursing associates, (NMC 2018) and how to fulfil all registration requirements.	1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate	B.1, Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences B.2, Show respect and empathy for those you work with, have courage to challenge areas of concern and work to best evidence based practice B.3, Be adaptable, reliable and
	1.2 understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice		K.6 understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice	2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions 10 Support and supervise others in the care team	
	1.3 understand the importance of courage and transparency and apply the Duty of Candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes	S.11 Report any situations, behaviours or errors that could result in poor care outcomes	K.7 Understand the importance of courage and transparency and apply the Duty of Candour	2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions	

	1.4 demonstrate an understanding of, and the ability to, challenge or report discriminatory behaviour	S.12 Challenge or report discriminatory behaviour	K.8 Understand how discriminatory behaviour is exhibited	2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions	consistent, show discretion, resilience and self awareness
	1.5 understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health	S.8 Recognise signs of vulnerability in self or colleagues and the action required to minimise risks to health	K.2 understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health	1, Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate 2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions	
	1.6 understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care		K.3 understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care	1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate	
	1.7 describe the principles of research and how research findings are used to inform evidence-based practice		K.4 understand the principles of research and how research findings are used to inform evidence-based practice	1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate	

	1.8 understand and explain the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care		K.5 understand the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care	1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate	
	1.9 communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges	S.7 communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges		2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions	
	1.10 demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues	S.9 develop, manage and maintain appropriate relationships with people, their families, carers and colleagues		2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions	
	1.11 provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive care at all times. Reflect on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments	S.10 provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments		2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions	
	1.12 recognise and report any factors that may adversely impact safe and effective care provision	S.3 recognise and report any factors that may adversely		1 Be an accountable professional, acting in the best interest of people, putting them first and	

		impact safe and effective care provision		providing nursing care that is person centred safe and compassionate
	1.13 demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective practice	S.5 Safely demonstrate evidence based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A&B, (NMC, 2018)		1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate
	1.14 demonstrate the ability to keep complete, clear, accurate and timely records	S.2 keep complete, clear, accurate and timely records		1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate
	1.15 take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills	S.4 take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills		1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate
	1.16 act as an ambassador for their profession and promote public confidence in health and care services	S.6 act as an ambassador for their profession and promote public confidence in health and care services		1 Be an accountable professional, acting in the best interest of people, putting them first and providing nursing care that is person centred safe and compassionate
	1.17 safely demonstrate evidence-based practice in all skills and	S.5 Be an accountable professional, acting in the best interest of people,		1 Be an accountable professional, acting in the best interest of people,

	procedures stated in Annexes A and B.	putting them first and providing nursing care that is person centred safe and compassionate		putting them first and providing nursing care that is person centred safe and compassionate	
Promoting health and preventing ill health	2.1 understand and apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people	S.13 apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people	K.9 understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people	3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	
	2.2 promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing	S.14 promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing		3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	
	2.3 describe the principles of epidemiology, demography, and genomics and how these may influence health and wellbeing outcomes		K.10 understand the principles of epidemiology, demography, and genomics and how these may influence health and wellbeing outcomes	3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	
	2.4 understand the factors that may lead to inequalities in health outcomes		K.11 understand the factors that may lead to inequalities in health outcomes	3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	

	2.5 understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing		K.12 understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing	3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	
	2.6 understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes		K.13 understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes	3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	
	2.7 explain why health screening is important and identify those who are eligible for screening	S.15 Identify people who are eligible for health screening	K.14 understand the importance of health screening	3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	
	2.8 promote health and prevent ill health by understanding the evidence base for immunisation, vaccination and herd immunity	S.16 promote health and prevent ill health by understanding the evidence base for immunisation,		3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people,	

		vaccination and herd immunity		families, carers and communities.	
	2.9 protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance	S.17 protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance		3 Promote health and prevent ill-health to improve and maintain the mental, physical, behavioural health and wellbeing of people, families, carers and communities.	
Provide and monitor care	3.1 demonstrate an understanding of human development from conception to death, to enable delivery of person-centred safe and effective care		K.15 understand human development from conception to death, to enable delivery of person-centred safe and effective care	4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	
	3.2 demonstrate and apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences when delivering care		K.16 understand body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences as applied to delivery of care	4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	
	3.3 recognise and apply knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions when delivering care		K.17 understand commonly encountered mental, physical, behavioural and cognitive health conditions as applied to delivery of care	4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	

	3.4 demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions	S.18 apply knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions		4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	
	3.5 work in partnership with people, to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate	S.23 work in partnership with people, to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate		5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.6 demonstrate the knowledge, skills and ability to perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care	S.24 perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care		5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.7 demonstrate and apply an understanding of how and when to escalate to the appropriate professional for expert help and advice		K.19 know how and when to escalate to the appropriate professional for expert help and advice	4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	
	3.8 demonstrate and apply an understanding of how people's needs for safety, dignity, privacy, comfort and sleep can be met	S.25 meet people's needs for safety, dignity, privacy, comfort and sleep	K.20 know how people's needs for safety, dignity, privacy, comfort and sleep can be met	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	

	3.9 demonstrate the knowledge, skills and ability required to meet people's needs related to nutrition, hydration and bladder and bowel health	S.26 meet people's needs related to nutrition, hydration and bladder and bowel health	K.22 know how to meet people's needs related to nutrition, hydration and bladder and bowel health	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.10 demonstrate the knowledge, skills and ability to act as required to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity	S.27 meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity	K.23 know how to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.11 demonstrate the ability to recognise when a person's condition has improved or deteriorated by undertaking health monitoring. Interpret, promptly respond, share findings, and escalate as needed	S.30 recognise when a person's condition has improved or deteriorated by undertaking health monitoring, interpreting, promptly responding, sharing findings, and escalating as required		5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.12 demonstrate the knowledge and skills required to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain	S.28 to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain	K.24 know how to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.13 demonstrate an understanding of how to deliver sensitive and compassionate end of life care to support people to plan for their end of life, giving information and support to people who are dying, their families and the bereaved. Provide care to the deceased	S.29 give information and support to people who are dying, their families and the bereaved and provide care to the deceased	K.25 know how to deliver sensitive and compassionate end of life care to support people to plan for their end of life	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	

	3.14 understand and act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health	S.31 act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health		5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.15 understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies		K.27 understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.16 demonstrate the ability to recognise the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions		K.28 understand the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.17 recognise the different ways by which medicines can be prescribed		K.29 understand the different ways by which medicines can be prescribed	5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.18 demonstrate the ability to monitor the effectiveness of care in partnership with people, families and carers. Document progress and report outcomes	S.21 monitor the effectiveness of care in partnership with people, families and carers, documenting progress and reporting outcomes		5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.19 demonstrate an understanding of co-morbidities and the demands of meeting		K.21 understand co-morbidities and the demands of meeting	5 Provide and monitor nursing care to individuals and groups, providing	

	people's holistic needs when prioritising care		people's holistic needs when prioritising care	compassionate care and safe nursing interventions	
	3.20 understand and apply the principles and processes for making reasonable adjustments		K.18 understand and apply the principles and processes for making reasonable adjustments	4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	
	3.21 recognise how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent	S.19 recognise when capacity has changed and recognise how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent		4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	
	3.22 recognise when capacity has changed and understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld	S.19 recognise when capacity has changed and recognise how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent	K.26 understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld	4, Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment 5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
	3.23 recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk	S.20 recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk		4 Contribute to the ongoing assessment of individual nursing care needs, recognising when it is appropriate to refer to others for reassessment	

	3.24 take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated.	S.22 take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated.		5 Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions	
Working in teams	4.1 demonstrate an awareness of the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and their own role within it		K.41 know the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and their own role within it	8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings	
	4.2 demonstrate an ability to support and motivate other members of the care team and interact confidently with them	S.40 support and motivate other members of the care team and interact confidently with them		8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings	
	4.3 understand and apply the principles of human factors and environmental factors when working in teams		K.42 understand and apply the principles of human factors and environmental factors when working in teams	9 Work in teams, collaborating effectively with a range of colleagues 10 Support and supervise others in the care team	
	4.4 demonstrate the ability to effectively and responsibly access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary teams	S.44 responsibly access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary teams		9 Work in teams, collaborating effectively with a range of colleagues	

	4.5 demonstrate an ability to prioritise and manage their own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members	S.38 prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members		10 Support and supervise others in the care team	
	4.6 demonstrate the ability to monitor and review the quality of care delivered, providing challenge and constructive feedback, when an aspect of care has been delegated to others	S.41 monitor and review the quality of care delivered, providing challenge and constructive feedback, when an aspect of care has been delegated to others		10 Support and supervise others in the care team	
	4.7 support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of the care they provide, promoting reflection and providing constructive feedback	S.42 support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of the care they provide, promoting reflection and providing constructive feedback		10 Support and supervise others in the care team	
	4.8 contribute to team reflection activities, to promote improvements in practice and services	S.43 contribute to team reflection activities, to promote improvements in practice and services		9 Work in teams, collaborating effectively with a range of colleagues	
	4.9 discuss the influence of policy and political drivers that impact health and care provision		K.43 understand the influence of policy and political drivers that impact health and care provision	9 Work in teams, collaborating effectively with a range of colleagues	
Improving safety and quality of care	5.1 understand and apply the principles of health and safety legislation and regulations and	S.33 maintain safe work and care environments	5.1 understand the principles of health and safety legislation and regulations and maintain	6 improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting	

	maintain safe work and care environments		safe work and care environments	the best interest, needs and preferences of people first	
	5.2 participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies	S.37 participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies		7 improve quality of care by contributing to the continuous monitoring of people's experience of care	
	5.3 accurately undertake risk assessments, using contemporary assessment tools	S.35 accurately undertake risk assessments, using contemporary assessment tools		6 improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interest, needs and preferences of people first	
	5.4 respond to and escalate potential hazards that may affect the safety of people	S.36 respond to and escalate potential hazards that may affect the safety of people		6 improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interest, needs and preferences of people first	
	5.5 recognise when inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately		K.31 understand how inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately	7 improve quality of care by contributing to the continuous monitoring of people's experience of care	

	5.6 understand and act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required	S.34 act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required		6 improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interest, needs and preferences of people first	
	5.7 understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident		K.32 understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident	6 improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interest, needs and preferences of people first	
	5.8 understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes		K.33 understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes	7 improve quality of care by contributing to the continuous monitoring of people's experience of care	
	5.9 recognise uncertainty and demonstrate an awareness of strategies to develop resilience in themselves. Know how to seek support to help deal with uncertain situations		K. know and understand strategies to develop resilience in self and know how to seek support to help deal with uncertain situations	7 improve quality of care by contributing to the continuous monitoring of people's experience of care	
	5.10 understand their own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident.		K.35 understand own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident.	6 improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interest, needs and preferences of people first	

Contributing to integrated care	6.1 understand the roles of the different providers of health and care. Demonstrate the ability to work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams	S.32 work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams	K.36 understand the roles of the different providers of health and care	5, Provide and monitor nursing care to individuals and groups, providing compassionate care and safe nursing interventions 8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings
	6.2 understand and explore the challenges of providing safe nursing care for people with complex co-morbidities and complex care needs		K.37 understand the challenges of providing safe nursing care for people with complex co-morbidities and complex care needs	8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings
	6.3 demonstrate an understanding of the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings		K.38 understand the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings	8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings
	6.4 understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives		K.39 understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives	8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings

	6.5 identify when people need help to facilitate equitable access to care, support and escalate concerns appropriately	S.39 recognise when people need help to facilitate equitable access to care, support and escalate concerns appropriately		8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings	
	6.6 demonstrate an understanding of their own role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services		K.40 understand own role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services	8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings	

Platforms		NUAS 4001	NUAS 4002	NUAS 4003	NUAS 4004	NUAS 4005	NUAS 4006	NUAS 5001	NUAS 5002	NUAS 5003	NUAS 5004	NUAS 5005	NUAS 5006	PAD
1.1	Understand and act in accordance with the Code, professional Standards of practice and behaviour for nurses, midwives and nursing associates, and fulfil all registration requirements		X											X
1.2	Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice		X								X			X
1.3	Understand the importance of courage and transparency and apply the Duty of Candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes		X								X			X
1.4	Demonstrate an understanding of, and the ability to challenge or report discriminatory behaviour		X											X
1.5	Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health		X		X									X
1.6	Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care.					X								X

1.7	Describe the principles of research and how research findings are used to inform evidence based practice			X										X
1.8	Understand and explain the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care				X						X			X
1.9	Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges.				X						X			X
1.10	Demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues.		X		X						X			X
1.11	Provide, promote and where appropriate advocate for non-discriminatory, person centred and sensitive care at all times. Reflect on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments.		X		X						X			x
1.12	Recognise and report any factors that may adversely impact safe and effective care provision		X											X
1.13	Demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective practice			X										X

	physical and behavioural health and wellbeing													
2.6	Understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes.					X								X
2.7	Explain why health screening is important and identify those who are eligible for screening					X								X
2.8	Promote health and prevent ill-health by understanding the evidence base for immunisation, vaccination and herd immunity					X								X
2.9	Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance.	X				X								X
3.1	Demonstrate an understanding of human development from conception to death, to enable delivery of person centred safe and effective care	X												X
3.2	Demonstrate and apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences when delivering care	X						X						X
3.3	Recognise and apply knowledge of commonly encountered mental, physical,							X	X		X	X		X

	behavioural and cognitive health conditions when delivering care													
3.4	Demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions				X		X	X	X		X	X		X
3.5	Work in partnership with people to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate				X	X	X	X	X	X				X
3.6	Demonstrate the knowledge, skills and ability to perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person centred care	x		x			x					x		X
3.7	Demonstrate and apply an understanding of how and when to escalate to the appropriate professional for expert help and advice	x	x		x		x	x	x		x			X
3.8	Demonstrate and apply an understanding of how people's needs for safety, dignity, privacy, comfort and sleep can be met		x				x							X
3.9	Demonstrate the knowledge, skills and ability required to meet people's needs related to nutrition, hydration and bladder and bowel health	x												X

3.10	Demonstrate the knowledge, skills and ability to act as required to meet other people's needs related to mobility, hygiene, oral care, wound care and skin integrity	X										X		X
3.11	Demonstrate the ability to recognise when a person's condition has improved or deteriorated by undertaking health monitoring. Interpret, promptly respond, share findings and escalate as needed.	X			X		X					X		X
3.12	Demonstrate the knowledge and skills required to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain.	X			X		X		X		X			X
3.13	Demonstrate an understanding of how to deliver sensitive and compassionate end of life care to support people to plan for their end of life, giving information and support to people who are dying, their families and the bereaved. Provide care to the deceased.				x		X		x		x	X		X
3.14	Understand and act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health						x		x			x		X
3.15	Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies.	x						x						X

3.16	Demonstrate the ability to recognise the effects of medicines, allergies, drug sensitivity, side effects, contra-indications and adverse reactions.	x						x						X
3.17	Recognise the different ways by which medicines can be prescribed							x						X
3.18	Demonstrate the ability to monitor the effectiveness of care in partnership with people, families and carers. Document progress and report outcomes		x		x		x		x	x	x	x		X
3.19	Demonstrate an understanding of co-morbidities and the demands of meeting people's holistic needs when prioritising care							x	x	x		x		X
3.20	Understand and apply the principles and processes for making reasonable adjustments				4				x					X
3.21	Recognise how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent		x											X
3.22	Recognise when capacity has changed and understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld		x		x									X
3.23	Recognise people at risk of abuse, self-harm and or suicidal ideation and the situations that may put them and others at risk				x						x			X

3.24	Take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated.		x		x						x			X
4.1	Demonstrate an awareness of the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and their role within it								x			x	x	X
4.2	Demonstrate an ability to support and motivate other members of the care team and interact confidently with them.		x		x						x		x	X
4.3	Understand and apply the principles of human factors and environmental factors when working in teams				x			x					x	X
4.4	Demonstrate the ability to effectively and responsibly access, input and apply information and data using a range of methods including digital technologies and share appropriately within interdisciplinary teams			x										X
4.5	Demonstrate an ability to prioritise and manage their own workload and recognise where elements of care can be safely be delegated to other colleagues , carers and family members		x				x						x	X
4.6	Demonstrate the ability to monitor and review the quality of care delivered, providing challenge and constructive				x						x		x	X

	feedback, when an aspect of care has been delegated to others													
4.7	Support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of care they provide, promoting reflection and providing constructive feedback		x										x	X
4.8	Contribute to team reflection activities, to promote improvements in practice and services												x	X
4.9	Discuss the influence of policy and political drivers that impact health and care provision					x			x	x				X
5.1	Understand and apply the principles of health and safety legislation and regulations and maintain safe work and care environments		x				x						x	X
5.2	Participate in data collection to support audit activity and contribute to the implementation of quality improvement strategies												x	X
5.3	Accurately undertake risk assessments, using contemporary assessment tools	x					x						x	X
5.4	Respond to and escalate potential hazards that may affect the safety of people		x				x						x	X
5.5	Recognise when inadequate staffing levels impact on the ability to provide						x						x	X

	safe care and escalate concerns appropriately													
5.6	Understand and act in line with local and national organisational frameworks, legislation and regulations to report risks and implement actions as instructed, following up and escalating as required						x						X	X
5.7	Understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident						x						x	X
5.8	Understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes						x						x	X
5.9	Recognise uncertainty and demonstrate an awareness of strategies to develop resilience in themselves. Know how to seek support to deal with uncertain situations				x								x	X
5.10	Understand their own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident						x							X
6.1	Understand the roles of the different providers of health and care. Demonstrate the ability to work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams				x			x	x	x		x		X
6.2	Understand and explore the challenges of providing safe nursing care for people				x			x	x	x				X

	with complex co-morbidities and complex care needs													
6.3	Demonstrate an understanding of the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings	x					x		x		x	x		X
6.4	Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives				x		x		x	x		x		X
6.5	Identify when people need help to facilitate equitable access to care, support and escalate concerns appropriately					x								X
6.6	Demonstrate an understanding of their own role and contribution when involved in the care of a person who is undergoing discharge or transition of care between professionals, settings or services.		x		x		x							X

Appendix 3: End Point Assessment

Name of Grade	Grade Descriptor
Pass	Has met the NMC standards of proficiency for nursing associates (2018) and the requirements for the declaration of good health and character
Fail	Does not meet the NMC standards of proficiency for nursing associates (2018) and/or the requirements for the declaration of good health and character