

Faculty of Health Studies

School of Nursing and Healthcare Leadership

Programme Specification

Programme title: Foundation Degree Science Nursing Associate (Apprenticeship)

Academic Year:	2018/2019
Degree Awarding Body:	University of Bradford
Final and interim award(s):	Foundation Degree Nursing Associate (Apprenticeship) [Framework for Higher Education Qualifications Level 5] Certificate of Higher Education in Health Studies [Framework for Higher Education Qualifications Level 4]
Programme accredited by (if appropriate):	
Programme duration:	2 Years full time 4 years part time
UCAS code:	
QAA Subject benchmark statement:	Nursing (
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	May 2018

Introduction

This programme is unique as learners will be employed as an apprentice nursing associate in the healthcare setting, providing learners with excellent learning opportunities, This Foundation Degree programme is undertaken over two to four years, with an emphasis on learning in the clinical practice setting. learners will have the opportunity to gain the values, skills, knowledge and behaviours of the apprentice nursing associate as set out in the apprenticeship standard. Apprentices will be supported both in the academic and clinical settings through the allocation of a Personal Academic Tutor (PAT), and an assessor in the clinical area. The School of Nursing and Healthcare Leadership, Practice Education Support Team (PEST) will offer support to trainees and their workplace assessors. The School of Nursing and Healthcare Leadership has well established collaborative links with local healthcare providers. Practice placements with the learners employing organisation will allow

learners to consolidate their learning and build caring and therapeutic relationships with patients, service users and carers.

Nursing is a diverse and rewarding career in which learners can really make a difference to people's lives. It is a profession which focuses not only upon the care of the individual but that of families and the communities in which they live. Nurses are the largest staff group in the NHS and work in every health setting with people of all ages and backgrounds (NHS Health Careers 2016). A Foundation Degree Science Nursing Associate will equip learners with the skills, knowledge and attributes for a lifelong career as a respected practitioner. It will give learners the opportunity to progress their career across a range of healthcare settings.

This programme reflects the guidance set in the Nursing Associate Curriculum Framework (Health Education England, 2016), The Nursing Associate Apprenticeship Standards (Institute for Apprenticeships, 2017) and the Framework for Higher Education in England, Wales and Northern Ireland (The Quality Assurance Agency for Higher Education 2008). The programme aims to equip learners with the knowledge, skills and attitudes to work in a diverse and challenging health and social care environment and to help provide caring, efficient and effective health care for local communities.

The University, Faculty of Health Studies and the School of Nursing and Healthcare Leadership have successfully delivered undergraduate nursing programmes for many years. The University School of Nursing was ranked the 6th best Nursing course in the UK by the Guardian University Guide 2016 and 2017. Our nursing students are highly sought after by local and national employers.

The Faculty of Health Studies hosts a thriving service user and carer community who are actively involved in the development of programmes, recruitment and selection of trainees and students, research projects and teaching, and offers a rich diversity of clinical experience available through its partner Trusts. The City of Bradford is a vibrant multi-cultural city, where learners will be exposed to people from diverse ethnic and socio-economic backgrounds.

The programme commences in January. Learners will undertake a variety of theory and practice modules. Each module has academic credit rating attached and will contribute to their final award. Theory and practice are integrated equally throughout the programme and, as they are interdependent, both elements are assessed and graded and must be passed at a minimum of 40% unless a specific pass mark is defined.

Apprentices who gain academic credits, but who do not meet the university or clinical requirements for the Foundation Degree will receive an award with the title "Health Studies".

The nature of nursing and health care means that learners will be working alongside other health and social care professionals in practice placements. Learners will also engage in shared learning with other students at the University where appropriate sessions occur that match the learning outcomes for the Nursing Associate modules.

The teaching on the programme is informed by current theoretical knowledge, research and practice based evidence. Delivery of the programme is predominantly undertaken by academics that hold Nursing and Midwifery Council recordable qualifications as Registered Nurse Lecturers and Registered Nurses with extensive expertise in their field of practice. Other lecturers, who contribute to the programme, hold professionally recognised qualifications in allied fields of health care and/or are subject specialists.

Philosophy

The profession of nursing aspires to be holistic, compassionate and inclusive. In collaboration with patients, their families and carers we will provide an emphasis on authentic scenarios with trainees at the heart of learning. Experiential reflection, exploration, evidence-informed inquiry and assessment opportunities will take place with our partner organisations and at the University of Bradford.

We are committed to encouraging a community in which scholarly inquiry, improving nursing education and practice, lead to provision for quality health care and initiating change.

We will inspire learners to develop their full potential through high quality, evidence- informed learning, teaching and practice activities.

We will support, guide and prepare learners to provide evidence-informed care in a range of health and social care settings.

We will support apprentices to maximise their potential and prepare them to be effective practitioners in global settings, celebrating diversity and enhancing their employability.

We will include the inter-professional team in shared governance, working and learning together to ensure the delivery of excellence in care.

We will ensure that educational opportunities encompass a trainee-centred, deep approach to learning, recognising learners as an independent adult learner with emphasis on their personal and life experiences.

We will deliver a portfolio of educational opportunities to serve contemporary professional nursing and service needs using innovative learning teaching and assessment strategies, underpinned by research informed theoretical knowledge.

Programme Aims

The programme is intended to:

- Deliver a coherent educational experience that will enable learners to meet the Nursing Associate Apprenticeship Standards. Enable learners to demonstrate fitness for practice and prepare learners to engage in ongoing personal and professional development which will allow learners to demonstrate a commitment to lifelong learning.
- Prepare learners to work in partnership with other professionals, service users and their carers/families across organisational and professional health and social care settings.
- Provide learners with the skills to develop an enquiry based approach to the delivery of high quality person centred care, utilising knowledge of a range of subjects.
- Develop a critical awareness to enable learners to work safely and effectively within an evidence- informed team.
- Prepare learners to become a Nursing Associate who is able to provide culturally appropriate and sensitive care across the health and illness continuum in diverse health and social care settings.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education in Health Studies at FHEQ level 4, trainees will be able to:

- LO1 Exercise personal responsibility; taking the initiative in a variety of situations and performing a range of clinical and care skills consistent with the roles, responsibilities and professional values of a Nursing Associate;
- LO2 Exercise those skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care;
- LO3 Work across organisational boundaries and apply in practice across a range of health and care settings, the range of clinical and care skills appropriate to their parameters of practice;
- LO4 Demonstrate ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of nursing.

Additionally, to be eligible for the award of Foundation Degree Science Nursing Associate FHEQ level 5, trainees will be able to:

- LO5 Communicate effectively across a range of channels with a wide range of individuals, maintaining the focus of communication on delivering and improving health and care services demonstrating appropriate inter-personal skills.
- LO6 Explain the principles underpinning duty of care, equality and diversity and the need for candour and will consistently demonstrate the application of those principles in and across a range of settings across the life-course;
- LO7 Exercise those skills, attitudes and behaviours that support personal development and life-long learning together as well as those associated with the development of others;
- LO8 Explain the principles underpinning leadership frameworks, associated team-working and leadership competencies and demonstrate a range of those competencies, attitudes and behaviours required of a Nursing Associate;
- LO9 Demonstrate the importance of being research aware, using research and innovation, and their own role in this, across the health and care landscape in improving the quality of patient safety and care and in addressing the challenges faced within the context of rising public expectations.

Curriculum

Table1. Full time

Stage 1

FHEQ Level	Module Title	Type (Core/ Option/ Elective)	Credits	Semester (s)	Module Code
4	Introduction to human biology for nursing associates	core	20	2	NUR4003-B
4	Nursing Associate	core	20	2	NUR4004-B

	placement 1.				
4	Professional values and nursing	core	20	3	NUR4005-B
4	Nursing Associate placement 2	core	20	3	NUR4006-B
4	Person centred approaches to care	core	20	1	NUR4007-B
4	Nursing Associate placement 3	core	20	1	NUR4008-B

At the end of stage 1, apprentices will be eligible to exit with the award of Certificate of Higher Education in Health if they have successfully completed at least 120 credits.

THIS AWARD DOES NOT CURRENTLY CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

Stage 2

FHEQ Level	Module Title	Type (Core/ Option/ Elective)	Credits	Semester (s)	Module Code
5	Therapeutic care delivery	core	20	2	NUR5003-B
5	Nursing Associate placement 4	core	20	2	NUR5004-B
5	Leadership for care delivery	core	20	3	NUR5005-B
5	Nursing Associate placement 5	core	20	3	NUR5006-B
5	Research development and innovation	core	20	1	NUR5007-B
5	Nursing Associate placement 6	core	20	1	NUR5008-B

At the end of stage 2, apprentices will be eligible to exit with the award of Foundation Degree Science Nursing Associate if they have successfully completed at least 240 credits.

The FdSc Nursing Associate award contributes to the gateway requirements for an apprentice to undertake the end point assessment

THIS AWARD DOES NOT CURRENTLY CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

Table 2. Part time

Stage 1.

FHEQ Level	Module Title	Type	credits	semester
4	Introduction to human biology for nursing associates	core	20	2
4	Nursing Associate placement 1.	core	20	2/3
4	Person centred approaches to care	core	20	1
4	Nursing Associate placement 3	core	20	1/2
4	Professional values and nursing	core	20	3
4	Nursing Associate placement 2	core	20	3/1

Stage 2

FHEQ Level	Module Title	Type	credits	semester
5	Therapeutic care delivery	core	20	2
5	Nursing Associate placement 4	core	20	2/3
5	Research development and innovation	core	20	1
5	Nursing Associate placement 6	core	20	1/2
5	Leadership for care delivery	core	20	3
5	Nursing Associate placement 5	core	20	3/1

At the end of stage 1, apprentices will be eligible to exit with the award of Certificate of Higher Education in Health if they have successfully completed at least 120 credits.

THIS AWARD DOES NOT CURRENTLY CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

At the end of stage 2, trainees will be eligible to exit with the award of Foundation Degree Science Nursing Associate if they have successfully completed at least 240 credits.

The FdSc Nursing Associate award contributes to the gateway requirements for an apprentice to undertake the end point assessment.

THIS AWARD DOES NOT CURRENTLY CONFER ELIGIBILITY TO REGISTER WITH THE NURSING AND MIDWIFERY COUNCIL.

Learning and Teaching Strategy

The university contact will be 1 day per week over 3 semesters. The programme is framed around the core concepts; direct clinical/patient care, working with a range of population groups across a range of settings and developing self and others. The core concepts form a framework of key content which is revisited across the

apprenticeship, progressing from an introduction and broad understanding of concepts, to application of concepts applied to nursing. The intention is to facilitate development by introducing apprentices to the fundamental knowledge and skills needed to meet the health needs of all patient/client groups. Apprentices will not only learn about and become competent nursing patients/clients in their own field of nursing but will also become confident in nursing patients/clients who have additional conditions related to other fields of nursing practice. For example; learning to work with patients/service users with surgical problems but who also have a learning disability.

Throughout the Foundation Degree programme, apprentices will participate in a wide range of apprentice centred learning activities in order to help them develop the knowledge, skills and values required to meet the apprenticeship standard. There is a structured approach to teaching which will combine key reading, and or a directed activity and keynote lecture, this is consolidated by more directed activities for example group work, clinical case studies, simulated practice, team based learning and elements of problem based learning, tutorials, debates and discussions. Apprentices will be expected to complete and give feedback upon directed activities and undertake regular self-directed study. Apprentices learning will be monitored by regular formative assessments; this provides timely feedback but does not contribute to the final module mark.

Apprentices will have the opportunity to work with and learn alongside other professionals in health and social care, both in the university and practice settings. As an apprentice, it is expected that they will develop and display the professional behaviour that is required of all Nursing Associates by the general public and the employer, both in the university and whilst apprentices are gaining practice experience.

Placement

During the programme. apprentices will undertake a variety of clinical experiences in different healthcare settings such as acute care and patient or client's own home. Each apprentice will be allocated a practice assessor on each placement. Learners may also be allocated an associate assessor depending upon the placement. Assessors are there to support and educate learners during their practice placement, helping learners to integrate the theoretical knowledge gained into effective/appropriate practice. They will supervise learners work and assess their progress during and at the end of the placement. The University Practice Education Support Team (PEST) provides a link between practice placement areas and the University. The team are there to offer support and guidance to ensure and enhance their learning in practice.

Apprentice Nursing Associates will experience placements in each of three health and care settings: hospital, at home and close to home settings. Learners will work gaining practice experience as an apprentice within their primary placement, known as their 'hub' placement. The hub placement will be based in one of these training contexts but learners will also have experience of placement in each of the other two settings. This is in order to ensure that learners experience as wide a range of learning opportunities and contexts as necessary to fully deliver the required learning outcomes (HEE, 2016). Placements will be undertaken in 3 x blocks of 3 weeks practice within each Stage (270 hrs per stage) and aligned with theoretical module delivery. Trainees will also have the opportunity to undertake 9 'complementary' experience days each stage to enable them to 'shadow' other professionals to enhance their understanding of collaborative working and others' roles and responsibilities within and outside their employing organisation. These

additional days will enable learners to achieve the required 675 hours of experience outside of their hub placement.

Assessment Strategy

The programme is assessed both formatively and summatively in theory and practice. There is scope within some assessments to choose topic areas for study and in some cases type of assessment. Assessments aim to determine achievement of the learning outcomes of each module. Methods used include essays, case studies, reports, workbooks, communications exercise, individual readiness assurance tests and team readiness assurance tests, written and clinical examinations and portfolios.

Theory assessments include a variety of methods with optionality being available in the topic areas studied and where possible method of assessment. Clear links between formative and summative work will be made evident to trainees to support learning from and for assessment. Methods of assessment have taken into consideration; outcomes and feedback (staff, clinicians and students) from current assessments, variety of assessment, clinical assessments to assess safe practice in a controlled and safe environment, resourcing and marking mechanisms.

Service users/carers are involved in all aspects of assessment, including setting assessments, providing evaluation and feedback in practice and summatively assessing some presentations. Written assessments and reflections are submitted electronically using Pebblepad or Blackboard according to module guidelines. Learners are required to submit a self-assessment for all summatively assessed work.

Practice experience is continuously assessed with a mid-placement formal formative assessment and a formal summative assessment. Attaching credit to the summative reflective element of most of the NAP Modules recognises the importance of reflection as a tool for professional practice. Assessment and feedback provide direction for personal development of the trainee to enhance their reflective skills and learn from their practice.

The reflective accounts will provide an opportunity to assess the level of integration of understanding of theory into practice and feedback will help trainees appreciate how reflection can bridge the gap between what is taught in class and practiced in the clinical field.

NA apprentices will negotiate a focus for their reflective account with their mentor related to the module learning outcomes and the Nursing Associate domains of practice (HEE 2016). Reflective accounts will demonstrate development across the programme and allow students to build on their knowledge and understanding of theory and evidence relevant to their practice. In addition it will allow demonstration of written communication skills, ability to critique own practice and evaluate learning.

Nurses are required to revalidate with the Nursing and Midwifery Council (NMC) every three years. Revalidation requires evidence of reflection and completion of a reflective discussion with a fellow registrant. The assessed reflection throughout the two year Foundation Degree allows trainees to develop their reflective skills and become familiar with an activity that is essential for professional nursing practice and potentially a requirement for their future professional registration. Successful completion of the Fd Sc Nursing Associate will allow the apprentice to progress to the end point assessment. It is the responsibility of learner's employer to decide

when learners have reached the standard required to undertake the end point assessment and to organise their assessment.

End Point Assessment of Apprentices

The Fd Sc Nursing Associate award contributes to the gateway requirements for an apprentice to undertake the end point assessment

On completion of the apprenticeship, learners will be a competent and job-ready Nursing Associate. The purpose of the end-point assessment is to test the values, skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard and to confirm that the apprentice is occupationally competent.

Information is available at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/660789/ST0508_Nursing_Associate_L5_Final.pdf

The employer will determine when learners are ready to complete the end point assessment and will organise the assessment.

End-point assessment provides learners with a showcase opportunity to provide evidence of their knowledge, skills and behaviours developed throughout the apprenticeship. The end-point assessment comprises of two elements; an observation of practice and a professional discussion. The observation of practice must be undertaken prior to the professional discussion.

Assessment Gateway

Before going forward for end-point assessment, learners must have completed:

- A level 5 regulated qualification such as a Foundation Degree or Level 5 Diploma of Higher Education delivered by an institution approved by the Nursing and Midwifery Council to provide pre-registration nursing
- Level 2 Maths and English - The Apprentice will also have to have evidence that English and Maths have been achieved at a minimum of Level 2.

Observation

The observation is undertaken by an independent assessor in the apprentice's workplace and must last for 60 minutes. The apprentice will be observed in providing nursing care to an individual, a succession of individuals or a group of individuals.

Professional Discussion

The use of professional discussion based on two scenarios will assess the apprentice's skills, knowledge and behaviours. The apprentice must be able to relate the scenarios to their practice. The apprentice will have no prior knowledge of the content of the scenarios. The professional discussion takes place between an independent assessor and the apprentice and lasts for 90 minutes in total. One scenario will be designed to specifically assess the apprentice's ability to demonstrate they work within the parameters of practice and know what to do should they be placed in a situation that would test the limits of these. The second scenario must pay particular regard to a health promotional activity.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/agpo/ordinances-and-regulations/>

However, there are 3 exceptions to these regulations as listed below:

1. Waiver against the Progression Criteria as follows:

Waiver from the university progression regulation of 120 credits at 35% of which 100 credits must be at 40%. The waiver is 120 credits at 40% of which all component parts of an assessment must be achieved at a minimum of 40%. Any element of the component part must also be achieved at a minimum of 40%.

2. Waiver to the regulations on supplementary assessment attempts for modules:

All students/trainees on the Foundation Degree Nursing Associate Programme are entitled to only two attempts in practice elements of the assessment. Modules will only be offered a single supplementary assessment for the clinical practice components and that where the requisite mark is not achieved the student will be required to withdraw from the programme.

3. Waiver re the regulations for decisions on supplementary assessment by the Board of Examiners Committee.

All apprentices are entitled to supplementary assessment as a second attempt. Trainees are offered re-assessment as due course without consideration by A Board of Examiners. The supplementary assessment date is agreed with the Chair of Board of Examiners and published before the publication of first submission, unratified results.

Admission Requirements

The University welcomes applications from all potential apprentices and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and succeed on the programme.

Applicants must have the support of their employing organisation as a Nursing Associate Apprentice. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

- GCSE Maths and English, grade 4 (previously grade C) or above or equivalent key skills
- A level 3 qualification in Health and Social Care. Applications are welcomed from applicants with non-standard qualifications. Please talk to us if applicants do not fit the standard pattern of entry requirements.

Recruitment is arranged jointly with an applicant's employer, after successful shortlisting, applicants will be invited for an interview. The interview is centered on values based recruitment in accordance with Health Education England guidelines.

Following the interview, applicants may be invited to apply to the University for a place on the FdSc Nursing Associate programme.

We strongly encourage potential applicants to attend university Open Days, where applicants will have the opportunity to meet staff, view the facilities and discuss the “Bradford Experience” with current students and apprentices.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. We recommend contacting our Central Admissions Department on admissions-health@bradford.ac.uk before making an application.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)