

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:

The University of St Mark and St John

1.2 Teaching Institution:

Plymouth Marjon University

1.3 Locus of Delivery:

Plymouth Marjon University

1.4 Final Award Title:

FdSc

1.5 FHEQ Level:

4,5

1.6 Programme Title:

Nursing Associate

1.7 Mode and Duration of Study:

Full Time – Two Years

Part Time – Four Years

1.8 School:

Health and Wellbeing

1.9 HECoS Code:

100476

1.10 Collaborative Provision Arrangement:

N/A

1.11 UCAS Code(s):

FNA1

1.12 Admission Criteria:

Students will be required to demonstrate values in accordance with The NMC Code (2018) Professional standards of practice for nurses, midwives and nursing associates and capability to learn behaviours in accordance with The Code.

Entry Requirements:

- GCSE Maths Grade 4 / C or above or L2 Functional Skills
- GCSE English Grade 4 / C or above or L2 Functional Skills
- 72-120 UCAS Tariff points total from A-levels, BTEC or equivalent Level 3 qualifications
- BTEC - BTEC National Diploma/QCF Extended Diploma
- Access course: Pass an Access to HE Diploma with at least 30 credits at merit
- Equivalent qualifications may be considered, including workplace-delivered NVQs
- If English is not the applicant's first language and they do not have GCSE English Grade 4 /C or above or L2 Functional Skills, then IELTS (or equivalent qualification) will be required with an

	overall score of at least 7.0 (at least 6.5 in all elements sections) in accordance with NMC Guidance.
	Applicants will also need satisfactory:
	<ul style="list-style-type: none"> • Occupational Health Assessment • Disclosure and Barring Service (DBS) Enhanced Disclosure
1.13 Accrediting Professional Body/PSRB:	Nursing and Midwifery Council (NMC)
1.14 QAA Subject Benchmarking Group(s):	Not Applicable
1.15 Other External Points of Reference:	QAA Foundation Degree Characteristic Statement (2000) The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021) Standards Framework for Nursing and Midwifery Education (NMC) (2018) Part 2: Standards for Student Supervision and Assessment (NMC) (2018) Standards for pre-registration Nursing Associate programmes (NMC) (2018) Standards of proficiency for Nursing Associates (NMC) (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	The student will undertake a minimum of 1150 hours of practice based learning across the duration of the programme, as outlined in the NMC Standards for pre-registration Nursing Associate programmes.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	July 2022
1.21 Date of Commencement:	September 2023
1.22 Review Date:	August 2029

2. Programme Outline

This two-year foundation degree has been specifically designed to prepare students for eligibility to register with the Nursing and Midwifery Council (NMC) as a Nursing Associate Registrant upon successful completion of the programme. It is delivered within a supportive learning environment. Through a range of theory and practice-based learning modules, students will develop their knowledge, skills and professional behaviours to support nursing teams to deliver high-quality,

safe, person-centred care through achievement of proficiencies as required by the NMC (2018) Standards of proficiency for nursing associates as follows:

1. Being an accountable professional
2. Promoting health and preventing ill-health
3. Provide and monitor care
4. Working in teams
5. Improving safety and quality of care
6. Contributing to integrated care
7. Annex A: Communication and relationship management skills
8. Annex B: Procedures to be undertaken by the nursing associate

In accordance with the NMC (2018) Standards for pre-registration nursing associate programmes, the programme includes 2300 hours of study including a minimum of 1150 hours – or 50% of the programme - in clinical practice in a range of settings across the lifespan, supporting nursing teams across any of the four branches of nursing. In Year 1, students will develop their knowledge and skills about professional accountability and how to develop therapeutic relationships and communicate effectively, compassionately and empathetically with patients, their carers and families. Through applied anatomy, physiology and procedural skills through high-fidelity simulated learning, students will develop robust assessment and monitoring skills in order to identify risks and provide safe, evidence-based, high-quality, holistic and integrated care. Throughout the year, students will learn how to apply their new knowledge to practice in their allocated clinical area.

In Year 2, students will develop their knowledge and skills of reflective practice, continuing professional development and maintaining a healthy work-life balance to effectively manage the demands of professional practice and personal health and wellbeing. Students will also develop their knowledge and skills about public health issues, considering inequalities in healthcare provision and explore how to promote health and prevent ill health in this context. Students will also develop their knowledge and skills of pharmacology principles and safe working practices, to ensure the safe administration of medicines, whilst understanding ethico-legal frameworks and the importance of mental capacity, best interest decisions and valid consent. The final module in Year 2 will give students the opportunity to explore an aspect of patient safety, in order to develop understanding of system and human factors associated with this and considering implications for future professional practice as a nursing associate registrant. As in Year 1, throughout the year, students will learn how to apply their new knowledge to practice in their allocated clinical area.

The programme closely adheres to the six core values (2021) of Britain's National Health Service (NHS) enshrined within the NHS Constitution. This was developed by patients, the public and NHS staff to inspire passion in the NHS, guide it in the 21st century, and provide common ground for cooperation in achieving shared aspirations and includes:

1. Working together for patients
2. Respect and dignity
3. Commitment to quality of care
4. Compassion
5. Improving lives
6. Everyone counts

Following the successful completion of the first year of studies, students who are no longer able to continue their studies on the Nursing Associate programme can either exit with a Certificate of Higher Education or transfer their studies onto a non-clinical programme of studies. Students will be supported with the decision to transfer their studies onto this non-clinical programme at the end of the first year of studies. Students who elect to continue onto the clinical programme, FdSc Nursing Associate, can still transfer their studies within the first 5 weeks of the second year onto the non-clinical programme.

Successful completion of the FdSc Nursing Associate programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC) as a Registered Nursing Associate.

Admissions Criteria

Applicants to the programme will be selected using a values-based recruitment process and in partnership with local healthcare employers and service users.

Potential applicants applying must demonstrate the following on entry to the programme:

- Values in accordance with The NMC Code (2018) Professional standards of practice for nurses, midwives and nursing associates
- Capability to learn behaviours in accordance with The Code

Entry Requirements:

- GCSE Maths Grade 4 / C or above or L2 Functional Skills
- GCSE English Grade 4 / C or above or L2 Functional Skills
- 72-120 UCAS Tariff points total from A-levels, BTEC or equivalent Level 3 qualifications
- BTEC - BTEC National Diploma/QCF Extended Diploma
- Access course: Pass an Access to HE Diploma with at least 30 credits at merit
- Equivalent qualifications may be considered, including workplace delivered NVQs

If English is not the applicant's first language and they do not have GCSE English Grade 4 /C or above or L2 Functional Skills, then IELTS (or equivalent qualification) will be required with an overall score of at least 7.0 (at least 6.5 in all elements sections) in accordance with NMC Guidance.

Applicants will also need satisfactory:

- Occupational Health Assessment
- Disclosure and Barring Service (DBS) Enhanced Disclosure

2.1 Integrating Sustainability into the Curriculum

The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all students who pass through the programme. For example, we will reduce our impact on the environment through the use of e-learning, e-submission and e-books.

We will promote student wellbeing and develop resilience, in the self and others. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity.

The programme team works hard to develop and maintain strong partnerships with regional and local healthcare providers in order to provide a range of clinical placements for students to develop the required knowledge, skills and professional behaviours in practice. Nursing associate students will be expected to attend placement for 22.5 hours per week, completing various shift patterns designed to support patient / service user need within a 24-hour period, 7 days a week. The team also works alongside other university-wide agendas such as employability and student engagement to embed these concepts more widely.

Higher Education is recognised as an important ground for application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment: real-world case studies, data-based learning and project-based learning are used to develop systemic thinking and analysis. This will also be applied to simulated learning in the Clinical Skills Suite.

3. Distinctive Features

Plymouth Marjon University is well established locally with underpinning values which support preparation for professional roles and define the culture of this programme. Students are encouraged to 'make a difference' to individuals and society through creating human connections and community. This value encourages students to take an interest in others and supports the development of humanity and compassion, essential qualities for future caring professionals. Students are also encouraged to be ambitious through working together and sharing achievements so that everyone is empowered to be the best they can be. This value strongly supports the delivery of modern healthcare where interprofessional teams work collaboratively to ensure the patient / service user is at the centre of expert, integrated care. Students are also encouraged to be engaged and curious and to think about new possibilities when approaching a problem or challenge. This approach fosters creativity and opportunities to develop potential and will help to prepare students for their future roles as agents of change in challenging and complex healthcare environments. To support this, students are encouraged to nurture self-belief, independence and wellbeing and in doing so are able to identify their own strengths and vulnerabilities and learn to pro-actively manage these. This level of personal awareness and development not only builds resilience but is also at the centre of professional healthcare practice because of its impact on performance in a safety critical environment.

Whilst students develop their own knowledge, skills and professional behaviours for future practice as nursing associates, they will also be encouraged to learn about the roles of others and their contribution within the interprofessional team. This is critical to the quality of care delivered as each professional brings expert knowledge to address different health needs, thus encouraging the delivery of holistic, person-centred care. To support this, nursing associate students will have multiple opportunities to learn alongside interprofessional colleagues whilst in practice placements and students will be encouraged to maximise their learning through 'shadowing' and following the patient / service user journey to understand how professional teams interact and the complementary nature of each other's roles.

To promote a breadth of learning and experience, students will learn across a range of clinical practice settings 'in the real world', which facilitates work-readiness, and personal and professional development. Practice-placement learning makes up 50% of the programme hours and a minimum of 1150 hours over two years, split into 575 hours per year. If a student is unable to complete the 575 hours by the end of Year 1 this will be recorded as a professional fail. Providing the student has passed the academic elements of the programme, the hours, subject to a maximum of 30, may be completed in Year 2.

The use of 'spokes' will maximise the learning opportunities offered by diverse and non-traditional settings, offering exposure to opportunities to care for people across the lifespan, with mental and physical health needs and learning disabilities. Enhanced practice learning days rooted in clinical practice provide opportunities to critically reflect on and consolidate learning, complete project and inter-professional learning activities, and for students to seek additional support as necessary to promote inclusive learning in the practice setting. Opportunities for interdisciplinary learning and working with a range of other professionals including osteopathy, physiotherapy and speech and language students is facilitated in enhanced learning days and workshops, during skills and simulated learning, during simulated CLiP (Collaborative Learning in Practice) ward sessions and in the practice setting.

To promote the application of academic theory to clinical practice, Marjon have installed a 4 bed Acute Hospital Ward Setting including Nurses Station, which includes 3 high fidelity scenario trainers in the form of Nursing Anne. The ward area replicates the hospital environment and is complete with hospital beds, bed side cabinets, hoists, patient monitoring equipment, emergency trolleys and a variety of other equipment which supports students across professions in competency related skills. This includes Basic Life Support (BLS) and Moving and Handling as well as other practical sessions such as task, situational, emotional and social awareness as well as non-technical skills, critical decision making, team working, risk management and assertive communication.

To support the development of future professionals participating in the delivery of integrated acute, community and social care, Marjon will have an additional space which will house a mock-up flat, fully equipped to mimic the real-life environments. This will ensure students develop the knowledge, skills, professional values and adaptability required to practice safely in someone's home compared to an acute setting. Simulated, problem-based learning in the hospital ward, community and social care settings offers a learning environment in which students can practice assessing, planning, implementing and evaluating nursing care in lifelike circumstances using the immersive simulation, and receive immediate feedback from observers, peers and actor-patients. This will help students to develop and improve their knowledge and skills and also offers the possibility of future employment across a range of care settings.

All lectures and clinical simulation workshops will be delivered by professionals within the field of nursing as well as specialists in other areas. The programme team will represent a range of qualified, research-active professionals with extensive experience of working within the health and/or social care sector. In recognition of the importance and significant contribution that people who use services, carers and their families can bring to learning, their involvement is embedded throughout the curriculum, from recruitment, contributing to teaching through to advising on assessment strategies. This ensures that students gain an insight into and responding to the people who use services and their families voice but most importantly they gain an understanding of the impact care has on individual groups.

All Nursing Associate students are supported in practice in accordance with current NMC (2018) Standards for student supervision and assessment. Following the Initial Interview with the allocated Practice Assessor to identify learning and development needs, Students are supported by Practice Supervisors who are allocated *for each placement* and liaise with the Practice Assessor regarding progress. Like Practice Assessors, Practice Supervisors complete preparation and training and are cognisant with the programme and learning and assessment requirements for the relevant stage of training. The Practice Supervisor is responsible for supervising, supporting, and guiding the student whilst on practice placement to ensure effective learning and adequate preparation for planned formal assessments completed by the allocated Practice Assessor. These include episodes of care and medicines management.

4. Programme Aims

The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. They have been mapped to the NMC Standards of Proficiency for Nursing Associates (NMC, 2018b). The programme provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes.

The aims of the programme are to:

- Develop Nursing Associates who are competent, confident, compassionate, –accountable professionals who are eligible for entry to the NMC Register and uphold The Code (NMC, 2018a).
- Provide opportunity through the integration of practice-based learning and theory, to support student Nursing Associates to provide safe, person-centred, high quality care across the lifespan and in a range of settings, and working within their scope of professional practice.
- Facilitate the development of contemporary knowledge, skills, and professional values and behaviours to work in partnership with individuals, their families, carers and the wider health and social care team.
- Develop a range of transferable skills, to support student Nursing Associates to become resilient, caring, reflective, life-long learners, applying a wide range of evidence-based knowledge to underpin their professional practice in changing and varied healthcare environments.
- Develop decision-making, complex problems-solving, team working and leadership skills to contribute to the implementation of quality improvement strategies and safely delegate nursing care/interventions to ensure delivery of safe, effective, high quality care provision.

5. Programme and Level Learning Outcomes

Knowledge & understanding:

By the end of this programme students will be able to demonstrate:

1. Critical understanding of healthcare related ethical, legal and professional principles to promote equality, diversity, dignity and compassionate care within own-scope of practice.
2. Application of knowledge, skills and professional behaviours to support nursing assessment, planning, implementation and evaluation of safe, high quality, person-centred care.
3. Critical evaluation of health promotion and disease prevention principles in maintaining and improving the physical and mental health and wellbeing of individuals in different settings and across the lifespan.

4. Critical analysis regarding the importance of interprofessional teamwork and integrated care delivery to support holistic care across healthcare organisations, including the NHS, independent and voluntary sectors.

Intellectual skills:

By the end of this programme students will be able to demonstrate:

5. Effective communication Skills and attributes of a reflective practitioner and autonomous learner, with commitment to personal and professional development, including resilience.
6. Deployment of critical thinking, problem-solving and enquiry skills in order to appraise and interpret healthcare information, and its quality and relevance to care.
7. New competencies in effective leadership, management and teamwork in contemporary healthcare.
8. Critical evaluation of the required skills to access, input and analyse information using a range of verbal, non-verbal, written and digital communication skills.

Practical skills:

By the end of this programme students will be able to demonstrate:

9. Critical understanding of safe and effective communication using a range of interpersonal skills and technological approaches that are supportive of individuals, their families and carers and the wider health and social care team.
10. Critical understanding of principles underpinning safe and accurate performance of a range of skills to support the assessment, planning, implementation and evaluation of care delivery across the lifespan and in a range of settings.
11. Critical understanding and application of a range of approaches to assess, identify and manage risk safely and effectively in practice and in line with published frameworks and risk assessment tools, escalating concerns as appropriate.
12. Critical analysis of collaborative and partnership working with individuals, their families, carers and other members of the multi-disciplinary team to provide integrated person-centred care, whilst recognising own limitations and professional boundaries.

Transferable / key skills:

By the end of this programme students will be able to demonstrate:

13. The qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
14. A critical understanding and awareness of reflection and of reflective practice in alignment with the values and behaviours of a Registered Nursing Associate.
15. Competent situational judgement in the provision of care, supporting service improvement, quality enhancement and equitable access to services, to enable individuals to improve, maintain or recover health.
16. Take responsibility and deploy key techniques for personal and professional learning and development.
17. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts.

6. Learning and Teaching Methods

The programme aligns to the Learning and Teaching Strategy 2020 – 2025 for Plymouth Marjon University with the overall vision “to inspire creative and engaging learning environments, to

embrace the holistic development of those within the University community and to deliver an authenticity of experience to empower self-realisation". The University values are at the heart of all learning and teaching.

The key principles which underpin the strategy include:

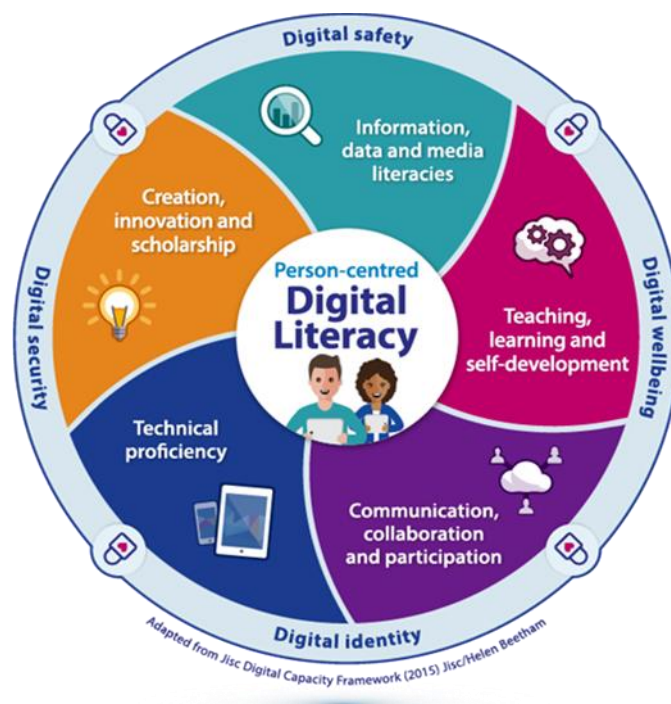
- a) Holistic and pedagogical approaches
- b) Flexible and engaging learning environments
- c) Personal and career developments
- d) Creative learning communities
- e) Authentic curriculum and assessment design

The programme team are committed to providing a stimulating and engaging learning experience using innovative, evidence-informed, professional and practice-based learning employing contemporary learning tools and sophisticated interactive digital technologies. At Plymouth Marjon University we acknowledge the collaborative nature of learning and the importance of those involved in the learning experience as co-creators and co-producers of knowledge. PMU learning environments are well resourced and actively support collaborative learning experiences through teamwork and activity-based learning. This is enhanced through fluidity between learning environments, including the physical classroom; online learning via the internet and complementary e-Learning. In addition to this, apprentices will engage in learning experiences pivotal to their programme and future role as a nursing associate registrant. This will be achieved by the student taking on the role of the nursing associate to assess, plan, implement and evaluate care for 'virtual patients' using high fidelity, interactive digital simulation. Virtual patients can expose learners to simulated clinical experiences, providing mechanisms for information gathering and clinical decision making in a safe environment (Eysenbach and Marusic, 2019). Simulated based learning integrates the complexities of practical and theoretical learning through repetition, feedback, evaluation, and reflection and creates a space where learners and teachers can discuss and reflect on dilemmas and situations experienced in simulated or clinical practice (Bland et al, 2011). Importantly, this approach encourages the development of critical thinking and clinical reasoning skills which enables practitioners to manage uncertainties in clinical practice and contribute to safe and effective care across a range of settings (Stenseth et al, 2022). The Clinical Education and programme team will work collaboratively with students and practice partners to develop a supportive practice environment where students work with practice supervisors and other professionals who act as role models and coaches, and, with them, jointly solve problems. This enables the student to extend their knowledge (Rogoff, 1995).

The programme supports personal and career development as students undertake academic and practical studies to prepare them for a specific professional role to support nursing and interprofessional teams to deliver safe and effective person-centred care. Upon qualifying, students will be able to contribute to local healthcare needs, having developed as confident and independent practitioners with the ability to self-reflect, think critically and solve complex problems using evidence-based reasoning facilitated by a robust curriculum delivered by an experienced programme team and expert practitioners. Students will also develop teamworking skills, understanding how to engage with others through effective communication and social interaction (Tomasello, 2004) and developing as an active and engaged learner through a range of modules and varied assessments. Student engagement and partnership is at the centre of the nursing associate programme and students will be encouraged to develop their understanding of local, national and global healthcare challenges and their role in positively contributing to these as lifelong learners. As students learn to work within interprofessional teams and in partnership with

individuals, their families and carers in a range of settings, they will be prepared for the professional challenges ahead, as they develop new knowledge with high-level technical skills and ethical behaviours.

Digital Literacy: The design of the programme and use of multiple digital platforms and technologies, supports the NHS A Health and Care Digital Capabilities Framework (2018) which defines digital literacy as “the capabilities that fit someone for living, learning, working, participating and thriving in a digital society” (HEE, 2017). This is integrated across all modules and in practice placements and students are supported to develop these skills. Upon entry to the programme, students will complete a diagnostic assessment in Digital Literacy to identify their current level of proficiency and to ascertain if further support is required. Students can access support via PMU Digital Innovation for further support. Digital Literacy skills are fundamental to academic success and future use of technology and impacts on ability to perform electronic documentation, to communicate, collaborate and search for information to support evidence-based practice (Harerimana, 2022).



The Digital Capacity Framework (Beetham 2015)

Literacy: The design of the programme supports continual development of literacy skills through listening, reading, speaking and writing skills and underpins development of effective communication and relationship management skills. Students will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Students will be encouraged to submit drafts and respond to feedback to continually improve academic work and will develop additional literacy skills through a range of activities and assessments, including group / teamwork and presentations.

Numeracy: The design of the programme supports continual development of numeracy skills through developing mathematic proficiency, understanding the number system and reviewing various units of measurement as well as collecting, presenting and interpreting data. Students will complete diagnostic assessment on entry to the programme to ascertain current level of working and if additional help is required. Students will engage in practical sessions included within each module to develop awareness of the use of numeracy in healthcare practice and its significance, developing confidence and competence in preparation for their Drug Calculation assessment.

Technology Skills: Students will have the opportunity to develop their technology skills both in clinical practice and also through simulated learning using patient monitoring equipment and will develop their knowledge of patient safety and accountability when using medical devices and professional responsibility to develop competence through appropriate education and training. Students will be able to handle equipment and learn to apply correctly and engage in professional discussions around interpreting clinical data and when to escalate in the event of a deteriorating patient.

Interprofessional Learning: The programme aligns to the Plymouth Marjon University Interprofessional Learning Strategy 2022-2025 with the aim of developing a “gold standard for the delivery of effective interprofessional learning to prepare a healthcare workforce that is able to work collaboratively across professional boundaries; to provide sustainable, patient centred healthcare; and to address the needs of local, national, international and global health challenges”. Thus, the programme is designed to support development of underpinning knowledge, skills and professional attributes to equip and prepare newly registered nursing associates to effectively contribute to integrated care. This will be achieved through development of three main competencies consistent with The Framework for Action on Interprofessional Education and Collaborative Practice developed by the World Health Organisation (WHO, 2010) which include:

1. Exposure
2. Immersion
3. Competence

Exposure Level: This is where students are introduced to the principles of interprofessional and collaborative practice during their first module, TNAC02 Foundations of Nursing Associate Practice where they will learn about the importance of the integrated team to promote truly holistic, safe and effective, high-quality, person-centred care. Students from across the School of Health and Wellbeing will introduce nursing associates to their future professional roles and their purpose and function within the integrated team, and vice versa. This will provide all students with the opportunity explore each other’s roles, to ask questions and to start developing relationships with peers and future colleagues.

Immersion: Following introduction to practitioner roles within the interprofessional team, students will continue to develop their knowledge through practical activities which will include learning across platforms, and include exploration, reflection and discussion. Students will be encouraged to refer to their experiences in clinical practice and to share these with their peers, exploring what has gone well and why and also recognizing the challenges within contemporary healthcare and how these might be addressed. These activities will enable students to develop effective communication skills, essential to teamwork and person-centred, safe care, whilst deepening their understanding of each other’s contribution.

Competency: This is where learning is consolidated and is a continual process within clinical practice and placements. To develop competence, nursing associate students will be required to schedule 'Spoke' placements with other professionals within their team whilst on Practice Placement and will include reflections on their learning which will be recorded in their Professional Practice Portfolio. They will also be required to receive feedback to show where they have 'shadowed' and worked alongside professional colleagues and through professional discussions, will be encouraged to explore implications for their own practice.

Schwartz Rounds: To further promote and embed interprofessional learning, the programme team are looking to implement Schwartz Rounds which provide a structured space for students to come together to discuss the emotional aspects of their work and which can support their capacity to deliver compassionate care in challenging times. The Rounds enable students to have greater insight, compassion for and appreciation of the roles and work of other healthcare professionals, making an important contribution to interprofessional learning through increased awareness of other healthcare professions' roles and the importance of working as a team. Schwartz Rounds can also contribute to the development of students as global citizens and help to prepare them for clinical practice. Anecdotal evidence suggests that attending Rounds as a student promotes a career-long approach to professional life that includes reflection on and processing of the emotional impact of work in health and care.

The Point of Care Foundation provides training for university staff and once completed, students from the School of Health and Wellbeing, will be able to attend to hear experiences of practice incidents or episodes of care from a panel of usually 3-4 learners and/or staff, share reflections and give feedback. Two trained facilitators' will co-ordinate the Round and refreshments will be provided prior to its start, to encourage engagement and participation.

The approach to teaching and learning on the programme is activity based using a variety of teaching and learning strategies for maximum engagement through inclusive and supportive environments which accommodate different learning styles and prior student experiences. These comprise a structured teaching programme within which a variety of teaching methods will be used including:

Method	Description
Blended Learning	Blended learning integrates technology and digital media online learning with traditional lecturer-led classroom activities, giving learner more flexibility to customise their learning experiences.
Clinical Simulation	This will include small groups of learners in the clinical simulation suite with lecturer/practitioners to develop new clinical knowledge and practical skills in relation to the assessment, planning, implementing and evaluating of nursing care using technical high-fidelity 'virtual patients' across a range of healthcare settings.
Coaching and Mentoring	This is particularly relevant in simulated learning where apprentices will be coached to apply their new clinical knowledge and practical skills to assessing, planning, implementing and evaluating nursing care of 'virtual patients' with qualified members of the programme team and colleagues from clinical practice mentoring throughout the process.
Guest Speaker	Using specialists from the field or representatives from the People who use services group to present to apprentices.
Guided Independent Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Interprofessional Learning	Interprofessional education and learning refers to occasions when learners from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice for providing person-centred healthcare.
Lecture	Subject introduced and delivered by the lecturer/practitioner in a specific time which transmits information.
Peer Learning	Peer learning is the process of apprentices learning with and from each other. This is usually facilitated through teaching and learning activities such as learner-led workshops, study groups, peer-to-peer learning partnerships, group work and simulated clinical practice.
Personal & Professional Development Planning	Apprentices take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practice Based Learning	Practice-based learning is a term used to describe learning undertaken while on placement. It's where nursing and health profession learners apply the knowledge and skills they've learnt during their studies, giving them the real-world experience, they need to be safe and effective practitioners.
Problem Based Learning	Problem-based learning (PBL) is a learner-centred approach in which learners work in groups and find out about a subject to be able to solve an open-ended problem.
Seminar	These are an opportunity for apprentices to have a non-lecturer/practitioner led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection tasks, for example

Tutorials	One-to-one teaching (apprentice to lecturer/Practice Educator) usually for counselling purposes based on the student's work. This includes VLE (Virtual Learning Environment) based exercises and other software.
Workshops	A training workshop is a type of interactive training where participants carry out several training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

Learning for Future Study and Employment: We will engage our students in learning activities and experiences that reflect and replicate how they will work and collaborate in the health, care and nursing professions they are preparing for. As a student progresses through the programme, they will engage in activities that will help them to further transition into both the working environment and future programme of study.

Learner Choice and Personalisation: Students will be engaged in helping to shape and create their learning through choice and negotiation relating to the individual and collaborative activities that they undertake.

Provision of a Connected Learning Experience: We will create opportunities within the programme for students to engage and learn with peers inside and across the professional community to which they belong or will come to join.

Evidence Based Practice: Our approaches to learning, teaching and assessment will be informed by existing scholarship and research relating to both effective educational and clinical practice, through feedback received from our students and clinical programme leads and evidence relating to their engagement and success.

Assessment and Feedback for Learning: Assessment practice will be rich and varied and place an emphasis on students undertaking an assessment that presents relevant learning opportunities as well as supports entry on to future study programmes. Formative assessment and feedback allow students to reflect upon and refine their work, with feed forward opportunities supporting students in making decisions in how they progress within their future studies.

Active and Creative Use of Technology: Active and creative use of technology will be embedded throughout learning and teaching to support active individual and collaborative learning, including allowing students to have meaningful and connected learning experiences. This will incorporate co-creative approaches to learning within which students use technology to create and share digital resources, and to develop their digital literacy skills.

Supporting Professional Development in Learning: We will provide a range of opportunities for our students to engage in relevant professional development activities that are focused on enhancing and sharing effective learning, in addition, clinical facilitators who engage in teaching practice, are directly supported to enhance student learning.

6.2 e-Learning

In 2017, Health Education England (HEE) published their Digital Capacity Framework stating the importance of developing a technology competent workforce to improve care. The programme team also recognise the increasing contribution that digital resources make to the learning experiences of students. Thus, to help develop and embed these skills, the team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance

analysis technology. The team utilise digital technology to support student development and to ensure they engage with digital technologies within modules across the two year programme. Students have open access to extensive computer facilities within the University to support their studies.

To further support the development of digital literacy and technological competence, a blended learning approach uses a range of platforms including Canvas, flipped classroom and e-learning packages including Elsevier's A&P Connect, Laerdals vSim/ Simtatics SimTutor and an electronic workbook (InPlace/ARC Technology). Regular practice using Safe-medicate/Sn@p AE, will develop self-confidence in applying healthcare numeracy skills to clinical assessment and competence in drug calculations for safe administration of medicines. To further develop knowledge and skills in medicines management and other essential skills, students have access to clinicalskills.net. Canvas is used for all modules for directed and e-learning activities including links to the 'e-Learning for health' hub provided by Health Education England (HEE) which is an e-learning platform for healthcare practitioners with over 450 programmes and includes preventing falls in hospital and cultural competence.

7. Modes of Assessment

An integrated and varied approach will be taken to ensure assessment is appropriate, valid and reliable and includes assessment of the professional and practical skills required.

Academic assessment facilitates the integration of theory with professional practice and many of the programmes assessments will draw upon practice learning experiences or utilise a scenario-based approach. Both formative (informal and developmental) and summative (formal) assessment strategies will be incorporated. A student-centred combination of assessment strategies will be utilised, whereby all summative assessment will be constructively aligned to the modular learning outcomes, whilst ensuring the development of key, transferable, employment skills.

Nursing associate students are supported in practice placements by qualified Practice Supervisors and formally assessed by qualified Practice Assessors in accordance with the NMC (2018) Standards for student supervision and assessment using the NMC approved England Nursing Associate Practice Assessment Document (NAPAD) and On-Going Achievement Record (OAR). The documents are mapped to the Nursing Associate proficiencies and skills annexes, which are generic in nature and must be achieved by all Nursing Associates at the point of professional registration. The England NAPAD contains all the formative and summative elements of the assessment process, including professional values, proficiencies, skills, medicines management and episodes of care. The England NAPAD is Pass / Fail only, with the summative assessment-taking place at the end of each year. The Practice Assessor confirms achievement of nursing associate proficiencies and relevant programme outcomes for practice learning. This is in agreement with the allocated Academic Assessor from the programme team.

In addition to the England NAPAD, all nursing associate students are expected to maintain a Professional Practice Portfolio which is formatively reviewed by Practice Assessors and summatively assessed by the Academic Assessor for each Year of the programme. The Professional Practice Portfolio facilitates the Student Nursing Associate to demonstrate achievement of the generic proficiencies and skills.

Method	Description
Academic Poster Presentation	This form of presentation using visual cues to highlight important findings and key discussion points. A poster presentation is 'as an experiential learning activity that stimulates curiosity and interest, encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding' (Handron, 1994, in Bracher, Cantrell & Wilkie 1998).
Case study	An analysis of a real-life example within health and social care related to the role of the Nursing Associate.
ePAD; OAR & Professional Practice Portfolio	An online platform (InPlace) that contains the required documentation will be used by the student and their Practice Supervisors and Practice Assessors when they are in clinical practice. Feedback and formal assessments will help learners to develop their professional practice and evidence achievement of NMC (2018b) Standards of proficiency for nursing associates and Professional Values (NMC Code, 2018a) The eProfessional Practice Portfolio will include critical reflections related to formal assessments and include the Ongoing Achievement Record (eOAR)
Essay	A written response to a question based on synthesis and analysis.
In Class Test	Usually takes the form of essay questions, but also other forms, such as multiple-choice questions, short answer questions, and medication calculations or any combination, which are taken under examination conditions.
Literature Review	A process of accessing, reviewing and critically evaluating literature related to a specific topic, resulting in a piece of academic writing demonstrating in-depth knowledge and understanding.
Numeracy and Drug Calculation Skills In-Class Test	Short answer questions and numeracy problems relevant to healthcare numeracy and medication calculations, which are taken under examination conditions.
OSCE	A form of performance-based examination used to measure the clinical knowledge and skills of the students. During Simulated Clinical Practice Exams, candidates are observed and evaluated in case scenarios.
Placement Hours	This relates to the number of hours achieved with direct experience in clinical practice where new learning is evidenced within practice development.

8. Exemptions to University Regulations

- All assessment tasks of each module must be passed in order to pass the module.
- Students are not permitted to trail failed work, or deferred work, into the next stage of the programme.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.

9. Clinical Practice Placement Learning

This professional programme includes allocation of practice placements in a range of healthcare settings to enable students to apply and develop their clinical knowledge, practical skills and professional behaviours required to fulfil their future professional role as nursing associate registrants. Practice placements will be managed by the Clinical Education Placement Team in partnership with local healthcare providers. The programme integrates academic and work- place learning through collaboration between Practice and Employer Learning Partners and MarjonWork- place learning recognises and values everyday experiences within the workplace as having the potential to learn through activity. As the learner progresses throughout the programme, they will become involved in new experiences and develop new knowledge and skills in order to become an effective, competent Registered Nursing Associate.

Work place learning is recognised as a significant element of professional development and lifelong learning, (Gray 2001) and includes:

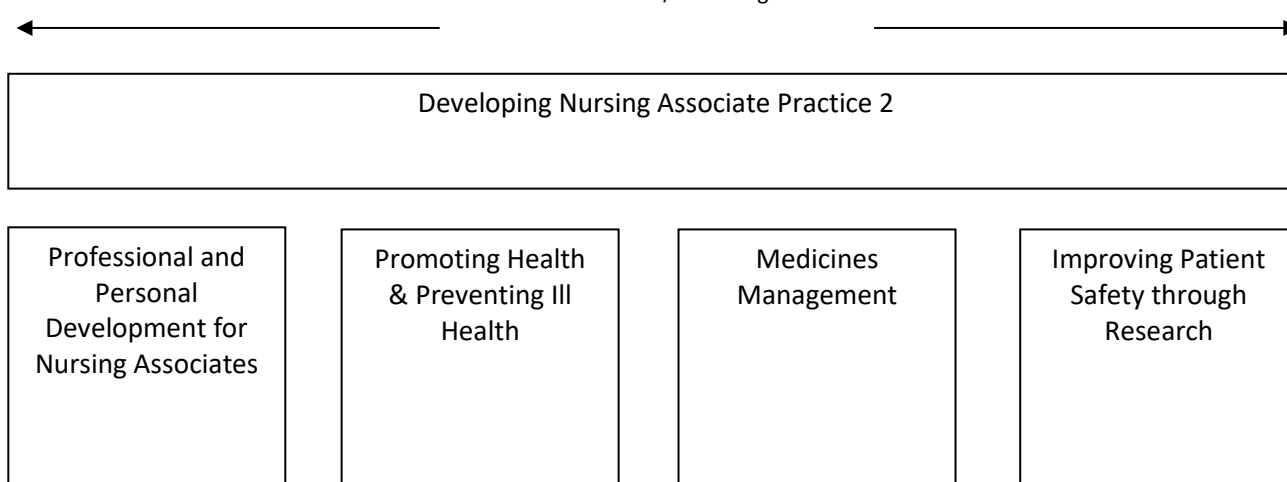
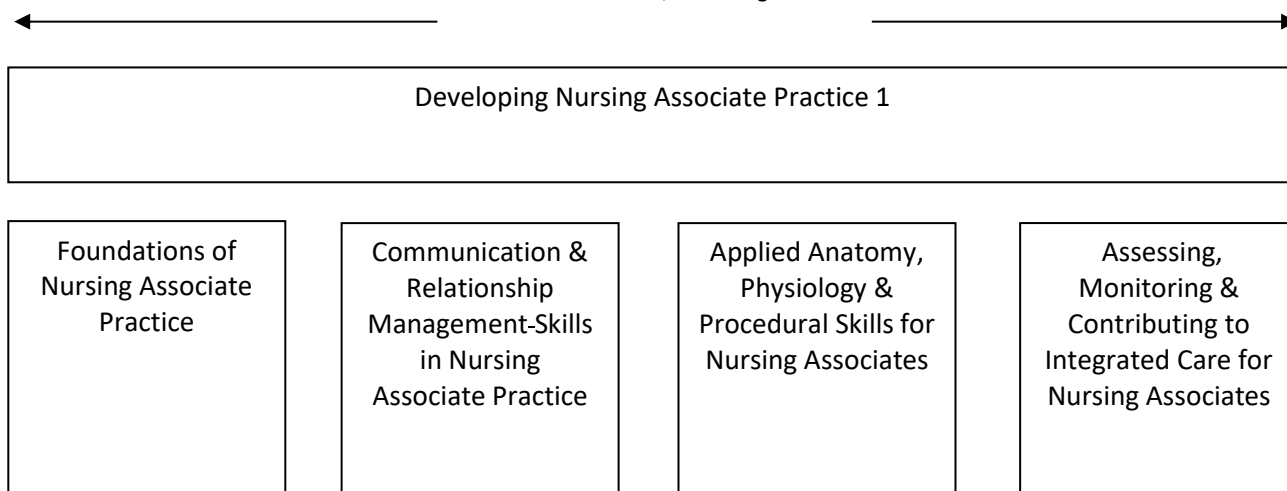
- Learning at work
- Learning through work
- Learning for work

It is this learning which is recognised, assessed and accredited from work at higher education level and so extends opportunities to adults who may not have engaged with further study.

Mandatory practice learning equates to 50% of the programme hours for each year. Direct Entry Nursing Associate student placements will run throughout each semester across the year, with experiences normally in a minimum of two clinical practice placements each year, ensuring by the end of the programme, students have gained experience across the branches of nursing (Adult, Mental Health, Child Health and Learning Disability). Whilst in placement, nursing associate students will be expected to attend placement for 22.5 hours per week, experiencing the full range of hours expected of the nursing workforce. Placements include weekend, early morning, evening and night work to ensure access to a full range of practice experiences across 24-hour care. Placements will be undertaken in hospitals, community settings and people's homes. Students will be supported by a Practice Supervisor, a Practice Assessor and Academic Assessor. All practice learning hours, including skills and simulated learning must be formally recorded and signed for. Students are required to complete a minimum of 575 practice placement hours in each year acquiring a total of the 1150 placement hours required for the programme. In the event of sickness or unforeseen circumstances, a maximum of 30 placement hours can be carried into year 2.

10. Programme Structure

Each level of study consists of five modules: one 40 credit practice-based module and four at 20 credits. A student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions required for accreditation by the professional regulator. Students who exit the programme at the end of stage 1 and who have successfully completed 120 credits at level 4 are eligible for the award of Certificate of Higher Education.



Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
TNAC01	Developing Nursing Associate Practice 1	40	100% Coursework	Semester X	Compulsory	Non-Condonable
TNAC02	Foundations of Nursing Associate Practice	20	100% Coursework	Semester A	Compulsory	Non-Condonable
TNAC03	Communication & Relationship Management Skills in Nursing Associate Practice	20	100% Coursework	Semester A	Compulsory	Non-Condonable

TNAC04	Applied Anatomy, Physiology & Procedural Skills for Nursing Associates	20	100% Coursework	Semester B	Compulsory	Non-Condonable
TNAC05	Assessing, Monitoring & Contributing to Integrated Care for Nursing Associates	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
TNAD01	Developing Nursing Associate Practice 2	40	100% Coursework	Semester X	Compulsory	Non-Condonable
TNAD02	Professional and Personal Development for Nursing Associates	20	100% Coursework	Semester A	Compulsory	Non-Condonable
TNAD03	Promoting Health & Preventing Ill Health	20	100% Coursework	Semester A	Compulsory	Non-Condonable
TNAD04	Medicines Management	20	100% Coursework	Semester B	Compulsory	Non-Condonable
TNAD05	Improving Patient Safety through Research	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Part Time

Prospective applicants will be invited to discuss the part time route with the Programme Leader on enquiry, in relation to the intensity of the practice-based learning component of this programme. Applications for the part time route will be considered on an individual basis and in collaboration with practice learning partners in light of the approval of the practice learning experience and suitability and requirements.

The part time version of the programme will be delivered over 4 years, each year of the programme students will undertake two modules of academic study, alongside undertaking part of a Practice Based module to complete the required placement hours. Students will be supported within undertaking the clinical Placement modules across each stage of the programme, with the final submission and assessment at the end of each stage.

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
TNAC01	Developing Nursing Associate Practice 1	40	100% Coursework	Semester X	Compulsory	Non- Condonable
TNAC02	Foundations of Nursing Associate Practice	20	100% Coursework	Semester A	Compulsory	Non- Condonable
TNAC04	Applied Anatomy, Physiology & Procedural Skills for Nursing Associates	20	100% Coursework	Semester B	Compulsory	Non- Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
TNAC01	Developing Nursing Associate Practice	40	100% Coursework	Semester X	Compulsory	Non- Condonable
TNAC03	Communication & Relationship Management Skills in Nursing Associate Practice	20	100% Coursework	Semester A	Compulsory	Non- Condonable
TNAC05	Assessing, Monitoring & Contributing to Integrated Care for Nursing Associates	20	100% Coursework	Semester B	Compulsory	Non- Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
TNAD01	Developing Nursing Associate Practice 2	40	100% Coursework	Semester X	Compulsory	Non- Condonable
TNAD02	Professional and Personal Development for	20	100% Coursework	Semester A	Compulsory	Non- Condonable

	Nursing Associates					
TNAD04	Medicines Management		100% Coursework	Semester B	Compulsory	Non-Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
TNAD01	Developing Nursing Associate Practice 2	40	100% Coursework	Semester X	Compulsory	Non-Condonable
TNAD03	Promoting Health & Preventing Ill Health	20	100% Coursework	Semester A	Compulsory	Non-Condonable
TNAD05	Improving Patient Safety through Research	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Key: Semester X = A & B

- All modules are non-condonable in line with NMC (2018) standards

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
TNAC01	Developing Nursing Associate Practice 1	b,c,d,e,f,g,h,i,j,k
TNAC02	Foundations of Nursing Associate Practice	a,b,e,f,h
TNAC03	Communication & Relationship Management Skills in Nursing Associate Practice	a,c,f,h,i,j,k
TNAC04	Applied Anatomy, Physiology & Procedural Skills for Nursing Associates	a,b,c,f,i
TNAC05	Assessing, Monitoring & Contributing to Integrated Care for Nursing Associates	a,b,c,d,e,f,g,h,i

Threads Level 5

Module Code	Module Title	Thread
TNAD01	Developing Nursing Associate Practice 2	a,b,c,d,e,f,g,h,i,j,k
TNAD02	Professional and Personal Development for Nursing Associates	a,c,d,f,h,i,j,k
TNAD03	Promoting Health & Preventing Ill Health	a,c,d,e,f
TNAD04	Medicines Management	a,b,c,d,e,f,g,h,i,j
TNAD05	Improving Patient Safety through Research	a,b,c,d,g,h,i

- a. Evidence Based Practice and Research
- b. Clinical Skills
- c. Equality & Diversity
- d. Public Health and Health Promotion
- e. Health Physiology and Disease
- f. Communication Skills, including effective inter disciplinary communication
- g. Law and Ethics
- h. Professional Development and Practice
- i. Leadership, inter disciplinary and inter agency working
- j. Employability
- k. Resilience and Self-Care

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Nursing and Midwifery Council (NMC)

Student nursing associates are advised that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they may be required to undertake additional education and training as specified by the NMC.

12. Professional Advisory Group

A Practice Learning group has been formed with representatives from our Employer and Placement partners. The group will advise the Dean of School on all matters associated with programmes within the School of Health and Wellbeing strategic objectives in relation to practice learning, practical and practice teaching and practical and practice assessment, the operation and monitoring of these, and relevant external considerations.

13. Academic Progression Opportunities

On successful completion of the foundation degree, graduates can progress onto further study at other institutions to qualify as a Registered Nurse, either as an apprentice or as a direct entrant via self-funding. Graduates may apply for Recognition of Prior Learning (RPL) of up to 50% on NMC approved nursing programmes with the potential to complete their studies within 18 months - 2 years.

Because of the generic role of nursing associates where they are able to support registered nurses across the 4 branches of nursing, graduates may potentially progress to the following programmes

- BSc (Hons) Nursing (Adult)
- BSc (Hons) Nursing (Child Health)
- BSc (Hons) Nursing (Mental Health)
- BSc (Hons) Nursing (Learning Disability)

14. Employability and Career Progression Opportunities

Individuals who are successful graduates from the foundation degree and who are registered with the NMC, may apply for a band 4 role as a 'Nursing Associate'.

Employability skills may include:

- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Critical thinking and analysis**–students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving**–students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence**–students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence**–students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups
- **Reasoning, problem-solving and ideation** –students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** –students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills:

- **ICT Proficiency and Productivity**–students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication**–students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Digital Problem Solving, Creation & Development**–students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g.,

Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).

- **Digital Security, Well-being and Identity**—students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter) in accordance with NMC guidance on social media use.

15. Support for Students

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

1. Personal Development Tutor for every student in the University
2. Academic tutorial staff, including programme leaders, module leaders and tutors
3. Extensive library, and other learning resources, and facilities
4. Library and study skills guidance material
5. Programme handbooks, and module guides
6. The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
7. On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The programme has been co-designed and produced in partnership with various stakeholders which include practice learning partners (PLP) and employer learning partners (ELP) from across the health and care sector, including representation from the acute, community, primary, social

and private, voluntary and independent sector. The voice of newly qualified Nursing Associates who have recently completed programmes with employers as well as that of those 'people who use services' were all importantly included in the scope and design of the programme.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle. The Clinical Education Team provide quality assurance through two-yearly Placement Education Audits and learner placement feedback, the results of which are shared with employers / practice partners.

