

## Programme Specification for Undergraduate Programme Leading to FdSc Nursing Associate Apprenticeship Route

Applicable for all undergraduate students **starting at FHEQ Level 4** on or after 1st September 2021

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
1	June 21	2021/22 version of programme spec created with removal of the Brunel numeracy and literacy tests at interview	RJC

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/ Department/ Division/ Associated Institution	College of Health, Medicine and Life Sciences, Department of Health Sciences, Division of Nursing
4. Contributing College/ Department/ Division/ Associated Institution	None
5. Programme accredited by	Nursing and Midwifery Council (NMC Regulatory Body 2019)
6. Final award(s) and FHEQ Level of Award	Foundation Degree Science (FdSc) Nursing Associate FHEQ Level 5  Leading to eligibility to apply for registration with the Nursing and Midwifery Council
7. Programme title	Nursing Associate Apprenticeship
8. Programme type (single honors/joint)	Single honors
9. Normal length of programme (in months) for each mode of study	24 months  (Excluding the EPA which takes place after the trainee has successfully completed the programme)
10. Maximum period of registration for each mode of study	Normal or standard duration plus 2 years  Those who are eligible have 5 years in which to register their award with the NMC
11. Variation(s) to September start	January, March
12. Modes of study	Full time work based learning

13. Modes of delivery	Trainees will attend Brunel University London on a part time basis and undertake work in their place of employment and/or their external (alternative) placements.
14. Intermediate awards and titles with FHEQ Level of Award	Certificate of Higher Education (Cert HE) in Health Studies FHEQ Level: 5 Intermediate awards must not lead to eligibility to apply for registration with the Nursing and Midwifery Council
15. UCAS Code	N/A
16. HECoS Code	100290 (Nursing)
17. Route Code	8K7HUNURASAP
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p>UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards</p> <p><a href="#">QAA Subject Benchmark Statement (Nursing) Brunel 2030</a></p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the '<a href="#">Managing Higher Education Provision with Others</a>' page.</p> <p>The Institute for Apprenticeships Standards for the Nursing Associate Apprenticeship 2019 <a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018/">https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018/</a></p> <p>The Institute for Apprenticeships (2019) End-point assessment plan for nursing associate apprenticeship <a href="https://www.instituteforapprenticeships.org/media/2744/st0508_nursing-associate_15_epa-for-publication-08032019-final.pdf">https://www.instituteforapprenticeships.org/media/2744/st0508_nursing-associate_15_epa-for-publication-08032019-final.pdf</a></p> <p>Standards of proficiency for nursing associates NMC, 2018 <a href="https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-proficiency-standards.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-proficiency-standards.pdf</a></p> <p>Standards for pre-registration nursing associate programmes NMC, 2018 <a href="https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-programme-standards.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-programme-standards.pdf</a></p> <p>Standards framework for nursing and midwifery education NMC, 2018 <a href="https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/education-framework.pdf</a></p> <p>Part 2: Standards for student supervision and assessment NMC, 2018 <a href="https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf</a> <a href="#">The future of healthcare: our vision for digital, data and technology in health and care (2018)</a></p> <p>The future of healthcare: our vision for digital, data and technology in health and care (2018) <a href="https://www.gov.uk/government/publications/the-future-of-">https://www.gov.uk/government/publications/the-future-of-</a></p>

	<p><a href="#">healthcare-our-vision-for-digital-data-and-technology-in-health-and-care/the-future-of-healthcare-our-vision-for-digital-data-and-technology-in-health-and-care</a></p>
<p>19. Admission Requirements</p>	<p>Details of <a href="#">entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on the University's <a href="#">language requirements</a> pages.</p> <p><b>Employment</b></p> <p>The UK. Government rules applicable to Apprenticeship Programmes stipulate that apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK. The employer will be responsible for ensuring this and will already have conducted Disclosure and Barring Service and Occupational Health clearance including relevant immunisations and mandatory training records. The documentation relating to these processes will be shared with Brunel London University prior to the joint interview process. A Trainee cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the trainee. Applications can only be made through the sponsoring employer. The university will consider all such applications and will have the final decision to accept the applicant for entry to the programme. Employers will be responsible for ensuring that applicants are of sufficient good health and character to undertake the programme and provide safe and effective learning environments in practice settings.</p> <p><b>Joint interviewing process</b></p> <p>All prospective trainees will be invited for interview as part of a joint selection process to enter the Nursing Associate Apprenticeship programme. Candidates will be interviewed by the university with a service user and or carer, the employer, for example a senior nurse involved with the Trusts apprenticeships. The candidate's potential to succeed will be considered on an individual basis. All candidates will have to undertake a group discussion and individual interview underpinned by both the philosophy of 'Values Based Recruitment,' Health Education England, 2014 and the NHS Constitution, 2015.</p> <p>In accordance with the '<i>Guidance on health and character,</i>' (Nursing and Midwifery Council, 2019) Brunel University London will assess the students health and character prior to and during the interview process.</p> <p><b>Health:</b> Candidates will provide a Self-Declaration of health within the on-line Brunel University London Application Form and the Brunel University London for Health and Character Self-Declaration Form, which includes the disclosure of any health conditions and/or disability that could affect the candidates ability to practice safely and effectively. As an employee the candidates occupational health clearance will be shared with Brunel University London by the Trust practice learning partner</p>

prior to the interview process and stored securely in accordance with GDPR requirements.

**Character:** Candidates will provide a Self-Declaration of any police charges, cautions, convictions or conditional discharges within the on-line Brunel University London Application Form and the Brunel University London for Health and Character Self-Declaration Form.

### **Disclosure and Barring Service**

The practice partner as employer of the candidate will confirm the candidates good character and provide assurances and evidence of current disclosure and barring service (DBS) declaration prior to the interview process and stored securely in accordance with GDPR requirements.

### **Work Visa**

All Trainees registered on a programme of study will be required to hold valid UK immigration permission that permits study at Brunel University London for the duration of the programme.

### **Minimum entry requirements:**

- Employed in a health care role (minimum 30 hours per week) and employer support to undertake the programme
- GCSE in English and mathematics minimum grade C or above or Level 2 equivalency in literacy and numeracy
- If English is not the applicants first language they must demonstrate proficiency in English Language (ILETS level 1 6.0, with no element less than 5.5)
- Applicants must also provide via the employer: Fitness to Work Health Check, Enhanced Disclosure and Barring Service (DBS) check
- Demonstrate specific values in accordance with the NMC Code 2018 (assessed at interview based on 'Values Based Recruitment Framework' Health Education England, 2014)
- Have the capability to learn behaviours in accordance with the NMC Code 2018 assessed at interview based on 'Values Based Recruitment Framework' Health Education England, 2014)
- Have the capability to develop digital and technological literacy in order to meet the programme outcomes

### **Health and Character**

As a nursing education provider Brunel University London must ensure that students entering the programme meet the general entry requirements of the NMC good health and good character. As part of the requirements for entry to the programme and continuing with the undergraduate programme at Brunel University London, students are required to self-declare their 'fitness to practise' at the beginning of the programme and annually thereafter at the progression point and at the end of the

	<p>programme after they have successfully completed the programme and received the relevant award at the point of entry to the Register. Pre-registration trainee nursing associates are expected to work towards being able to apply the NMC Code of professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2019) at the point of registration. Health conditions, disabilities, convictions and cautions are not automatically incompatible with registration and the NMC recommends that each person be assessed on an individual basis.</p> <p><b>Recognised Prior Learning (RPL)</b></p> <p>RPL will only be considered if the applicant can demonstrate prior learning in line with the requirements of the Programme, (mapped to the 'Standards of proficiency for nursing associates' (2018) and programme outcomes, up to a maximum of 50% of the programme). This process will be considered on an individual basis. The Programme is compliant with the university's Accreditation of Prior Learning policy and procedure. For a practising Registered Nurse applying to the pre-registration Nursing Associate RPL up to a maximum of 60% of the programme will be considered. This process will be considered on an individual basis.</p>
<p>20. Other relevant information (e.g. study abroad, additional information on placements)</p>	<p><b>Programme Hours</b></p> <p>The Nursing Associate Apprenticeship Programme is intended for the education and training of Nursing Associates and is a work-based educational programme based on a flexible blended learning approach. The trainee will be based as an employee in the workplace setting in a specific location (home base) during which time learning opportunities are co-ordinated and structured by the employer. The trainee will also experience external (alternative) placement experiences planned by the employer and co-managed in conjunction with the Brunel University London Placement Officer via the ARC Placement Database. The Nursing Associate Apprenticeship Programme provides trainees with sufficient programme hours and length to meet the 'Standards of proficiency for nursing associates' (2019) which is no less than 50% of the minimum programme hours required for nursing degree programmes currently set under Article 31(3) of Directive 2005/36/EC (4,600 hours) and consonant with a foundation degree science (typically 2 years).</p> <p>The Brunel University London Nursing Associate Apprenticeship Programme combines a total of 2,300 hours delivered over 2 years. A total of 675 hours (1 day per week) is spent studying at university across the 2-year programme; this represents protected learning time.</p> <p>The External (alternative) placement is also protected for learning and totals 680 hours across the programme.</p>

The trainee is allocated time in the home base totalling 946 hours and these hours are also protected for learning for the duration of the programme.

The hours listed are based on a full time trainee employed on a 37.5-hour contract of employment and therefore the hours that remain are spent in the delivery-focused role.

Programme Total: **2,300 hours** delivered over 90 weeks across the 2-year programme

The programme has an equal balance of theory and practice using a broad range of learning and teaching strategies.

### **Practice Learning Time**

Whilst learning in practice, the trainees will experience 'protected learning time' through the implementation of the NMC 'Option B,' as described within the 'Standards for pre-registration nursing associate programmes,' (2018). Trainees are released for at least 20% of the programme for academic study and trainees are released for at least 20% of the programme time which is assured protected learning time in external (alternative) placements and protected learning for the remainder of the programme hours within the home base.

The Senior Trust personnel (practice partners) will sign a Protected Learning Time Commitment Statement confirming that the trainees will be released for protected learning time at the beginning of the apprenticeship. The trainee will also keep a written record of the protected learning time in placements via the Protected Learning Time Record, the Practice Link Tutor will monitor this. Trainees will be encouraged to discuss any concerns or issues regarding protected learning time with the Practice Supervisor and/or Practice Assessor and escalate to the Practice Link Tutor if the issue is not resolved.

### **Attendance**

Trainees are expected to attend 100% of the theoretical modules including skills sessions and 100% of external (alternative) placements to fulfil the statutory requirements of the NMC for registration on the Nursing Associate Professional Register and the requirements of Brunel University London. Attendance at all university sessions are monitored and assessed within the module blocks at all levels.

If a trainee is unable to attend an external (alternative) placement or university study they are required to inform the clinical area, placement and or the university (email Module Lead) directly. In addition they must also inform the university placement officer, any trainee who is absent for more than one week must also inform the Programme Lead/Personal Tutor via email. Failure to comply with this requirement will result in this episode recorded as unauthorised absence and will trigger a meeting with the personal tutor.

## **Interruptions during the programme**

Brunel University London will work with the NHS Trust practice-learning partners to monitor and manage interruptions during the programme. Interruptions will be viewed as a continuous period inclusive of the first day of absence regardless of any single or composite reason. Where the interruption is more than twenty-one days but less than six weeks, practice elements should be completed before the next progression point of the programme. In the case of short-term sickness (less than 3 days) any missed sessions are available via the VLE for trainees to catch up. The delivery of the missed sessions is flexible and will be negotiated with the employer for example trainees who have missed up to 5 days can attend the missed sessions with the next cohort. Should it be necessary for the trainee to interrupt attendance on the programme for a period of more than six weeks, either in composite periods of leave, or in a single period of leave, the trainee may be discontinued from the programme. Where the period of interruption is more than six weeks in total, in consultation with NHS Trust partners, trainees may be allowed to re-register and re-join the programme at an appropriate point, subject to the NHS Trust policy, Brunel University London policy and availability of clinical placements. For long-term sickness, apprentices can go into abeyance, returning to the programme at a suitable time. Trainees will not be able to return to the programme when they have been withdrawn due to failure.

## **Professional Statutory and Regulatory Body Accreditation**

The programme learning outcomes shown here describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the validated exit awards for this programme are listed at the front of this programme specification.

The NMC are the regulators in law for Nursing Associates (September 2018). Brunel University London will inform the NMC of those trainees who have successfully completed the programme in order to facilitate application to the Professional Register for Nursing Associates. The process of how to gain entry to the NMC Nursing Associate Register will be communicated to students during the consolidation period at the end of the programme when the student has successfully completed the Nursing Associate Programme. Brunel University will seek the permission of the student to share the students email address and this along with the confirmation of health and character in line with the *NMC Guidance on health and character, (2018)* will be sent electronically to the NMC.

The NMC will communicate the process thereafter directly with the individual. Successful trainees have five years in which to register their award with the NMC. Trainees failing to register their qualification within five years will be required to undertake additional education and training or gain experiences as specified within the NMC standards. Trainees will be notified

during and before completion of the programme that they have five years in which to register their award with the NMC.

### **Career Progression**

The trainees who successfully complete the programme will be able to apply to enter the NMC Register for the Nursing Associate.

The successful Nursing Associates may be eligible to apply to enter the Nurse Degree Apprenticeship Programme via the University APL route indicating they may enter the programme at the beginning of stage 2.

### **Apprenticeship Agreement and Commitment Statement**

There must be evidence that a trainee has an apprenticeship agreement with the employer at the start of and throughout the apprenticeship. Before the apprenticeship commences the trainee and their employer must hold a signed copy of the commitment statement setting out how they will support the achievement of the apprenticeship. This part of the process will be maintained at university level.

Apprenticeships must involve 20 per cent off-the-job training. This 20% 'off-the-job training' requirement is measured over the course of the apprenticeship (not an academic year). The 'off-the-job training' is an essential part of an apprenticeship and therefore must take place during employed time. The employer will also provide a range of external (alternative) practice settings in each year of the programme in order to expand the trainee's breadth of practice experience. The programme will integrate theory and practice throughout ensuring the application of knowledge to the trainee's area of work. The employer will ensure that trainees are engaged in structured learning and training whilst in both the primary placement and the external (alternative) placement to ensure that trainees develop and achieve the following in each part:

Assessment of Proficiencies 'incorporating Platforms 1-6 and including Annexe A and Annexe B (Standards of proficiency for nursing associates,' NMC 2018).

### **Individual Learning Record (ILR) and the Academic Representative**

It is a requirement that the Academic Representative visits the trainee in practice every 12 weeks in order to support the trainee and complete the tripartite progress review in conjunction with the work-based mentor and the trainee. The university is required to return an ILR every month through the digital monitoring system to trigger monthly payments. This will be managed institutionally and will require data input from the programme team and the Academic Representative.

### **External (Alternative) Placements**



	<p>All trainees are required to undertake specified periods of external (alternative) placements. Every attempt is made by the NHS Trust practice partner to plan and match trainees' placement needs. Trainees may not unreasonably reject the offer of a placement setting nor are they permitted to unilaterally discontinue a placement setting once commenced. The University and the employing NHS Trust practice partner may terminate a placement setting only with good cause. Trainees who wish to discontinue a placement setting must gain the agreement of their employing NHS Trust and University before they may discontinue the placement setting; relevant procedures are defined in the placement handbook. Where, after due process as defined in the relevant student handbook, a trainee's progress in a placement setting is judged as irredeemable, the placement setting may be terminated early by the University and placement provider. An 'irredeemable' judgement will be made only where the trainee's progress in the placement setting is such that it will not be possible for the trainee to meet the assessment requirements of the placement module within the remaining standard period of the current placement setting.</p> <p>If unsatisfactory performance in achieving the required standard of proficiency results in failure, a trainee may only be re-assessed once in the practice assessment document. Failure to pass the range of Standards of proficiency for the Nursing Associate required by the NMC (2018) will result in discontinuation from the Foundation Degree Nursing Associate Apprenticeship Programme.</p> <p>Trainees who have not completed placement hours at the point of progression will be able to use the Provisional Progression policy to delay completing placement hours for up to 6 weeks.</p> <p><b>Progression: Registered Nurse Degree Programme</b></p> <p>The successful Nursing Associates may be eligible via Accreditation of Prior Learning (APL) to gain entry to the Brunel University Nurse Degree Programme. Nursing Associates may expect to enter at the beginning of stage 2 of the Nurse Degree Programme.</p>
<p>21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.</p>	<p>This programme has the following of variation to SR2 in relation to reassessment limits:</p> <p>Year 1 and year 2 (FHEQ levels 4 and 5) – maximum reassessment of 50 credits.</p> <p>The Nursing and Midwifery Council delegates' authority for the assessment of performance in nursing associate practice to the approved AEI. Practice supervisors and practice assessors will conduct assessments; they will have undertaken training that meets the NMC (2018) requirements, in preparation for teaching and assessing in clinical practice. The training will ensure they</p>

	<p>have an understanding of the proficiencies and outcomes they are supporting students to achieve.</p> <p><b>Compensation for failure</b></p> <p>In accordance with NMC requirements set out in Standards of proficiency for Nursing Associates (NMC, 2018) no compensation for assessments is permitted.</p>
22. Further information about the programme is available from the College website.	Link to programme information on the College website.

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

#### Programme Aims

To produce Nursing Associates who can, practice safely and effectively within the parameters of Nursing Associate practice across a wide range of health and care environments and can demonstrate appropriate values and behaviours in accordance with the Code (NMC 2018).

To produce Nursing Associates who deliver high quality, person-centred care underpinned by a breadth of knowledge, skills and attitudes across a range of ages including pre-life to end of life. (Nursing Associate Apprenticeship Standard, 2019)

### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
<b>Year 1 FHEQ level 4</b>					
S		To demonstrate an understanding of communication strategies that can be utilised with a wide range of people, their			CM1601 CM1602 CM1603 CM1604 CM1605

		families and the public across diverse health and care settings			
S		To demonstrate the nursing management and holistic approach to patient care implementing the nursing process			CM1601 CM1602 CM1603 CM1604 CM1605
K		To demonstrate knowledge and understanding of the role and responsibilities of the nursing associate in promoting health and well-being ensuring that equality and diversity are maintained			CM1603 CM1605
C		To demonstrate an understanding and the ability to use a range of risk assessments to reduce risk and provide safe care to a range of client groups			CM1601 CM1602 CM1603 CM1605
K		To demonstrate knowledge of the biopsychosocial model as applied to health			CM1601 CM1602 CM1605
<b>Year 2 FHEQ level 5</b>					
K		To demonstrate critical knowledge of the research process and how research evidence shapes the development of evidence based practice and consider the barriers to its implementation			CM2601 CM2602
S		To demonstrate accuracy and safety in drug calculations and calculate medications safely within clearly defined protocols including legal and regulatory frameworks within the parameters of practice as a Nursing Associate			CM2602 CM2605
C		To critically reflect on leadership styles, coaching, management and team working within the practice environment and evaluate their effectiveness			CM2602 CM2603 CM2605

K		To demonstrate the integration of knowledge and skills that underpin nursing associate practice in order to meet the service users physical, mental and emotional care needs to ensure their continued safety in diverse health and social care environments			CM2602 CM2603 CM2604 CM2605
K		To demonstrate knowledge and understanding of critical and analytical skills and apply these to a service improvement context			CM2603 CM2604 CM2605

### **Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative activities**

The learning and teaching strategy within the programme has been devised for the education and training of nursing associates utilising blended learning approaches. The programme is trainee-centred, flexible and combines face-to-face learning activities with on-line learning. The trainees will develop knowledge and theory related to the work and placement context through a wide variety of teaching and learning strategies whilst attending the university. These have been designed to build a range of academic skills in order to develop the trainee promoting active learning, creating autonomous learners. These strategies are based on a facilitative approach to learning which recognises the divergent educational backgrounds of the trainees. Digital technology is incorporated throughout the curriculum in order to enhance the trainee's digital literacy for academia and practice.

Seminars focus on interactive experiential learning activities such as small group work, group presentations, team based learning and incorporate technology and learning through interactive polling tools, digital quizzes and digital examinations. The Virtual Learning Environment provides core information relating to the programme and each module, including learning resources; e-learning packages and discussion forums. One module in each year is focused on work based learning with an emphasis on the trainee engaging in critical thinking, reflection and Enquiry Based Learning. These modules allow the individual trainee to take responsibility for identifying their needs and managing the learning process.

### **Assessment Strategy**

The programme assessments are designed to support trainee learning through wide ranging, balanced approaches, which are relevant to the level of study. The assessments are aligned to the module learning outcomes and the choice of assessment task are intended to reflect the learning and teaching activities engaged within each module. Both formative activities and summative assessments are included within the modules and have been created in order to provide a consistent approach to the trainee's workload integrating theory and practice.

### **Formative Activities**

The formative activities have been designed to support the trainees in activities that prepare and progress the trainee towards the summative assessments.

- On-line discussion forums
- Interactive polling tools & classroom response systems
- Team based learning events

- Group presentations
- Tutorials
- Structured professional discussion
- Simulation practice

Service Users and Carers will be involved as actors/observers during skills and simulation activities providing **formative** feedback to the trainee, this feedback will help the trainee to develop and prepare them for a number of aspects required for the Objective Structured Clinical Examination (OSCE) in both Level 1 and 2.

### **Summative Assessment**

The methods of assessment are varied across the programme and aim to evaluate the trainees learning throughout the programme.

- Essays
- Practice based assessments
- Case study
- Reflective accounts
- Digital Numeracy Examinations
- Written Examinations
- OSCE's
- Practice Project

### **Assessment of work-placed learning England Nursing Associate Practice Assessment Document (ENAPAD, 2019)**

In the workplace trainees will be supported by a recognised practice supervisor and will be under both direct and indirect supervision by the practice supervisor who will be responsible for supporting the trainee in completing the England Nursing Associate Practice Assessment Document (ENAPAD, 2019). The recognised practice assessor supported through the use of the ENAPAD carries out the assessment of learning in practice. The trainees will be assessed formatively and summatively in practice utilising the ENAPAD. There are two ENAPAD's for each part 1 (PAD 1) and part 2 (PAD 2).

In order to achieve 30 credits within each part trainee's must achieve the following:

- Professional Values: Professional Values reflect a number of proficiency statements and are captured within 4 sections of The Code (NMC 2018). All must be achieved by the end of each part including the reflective account of how they were met
- Assessment of proficiencies incorporating platforms 1-6, including Annexe A Communication and relationship management skills and Annexe B: Nursing Procedures, must be achieved across the parts (NMC 2018)
- Episode of Care: This holistic assessment facilitates and demonstrates the trainees progress and must be achieved in both parts: formative and summative in part 1, (PAD 1) and two summative in part 2, (PAD 2)
- Medicine Management Assessment: formative and summative in part 1, (PAD 1) and part 2, (PAD 2)
- Completion of required practice hours

### **Training and support for Practice Supervisor, Practice Assessor**

Brunel University London will provide training for NHS practice partner staff working in these roles in order to ensure that staff supporting trainees in the workplace are fully prepared and ensure that trainees are

provided with safe, effective and inclusive learning experiences these include, effective practice learning supervision of trainees and assessment of students and confirmation of proficiency. The preparation of these key practice staff will be facilitated by a variety of resources including a two-day blended learning programme with one day of participatory preparation, online resources and an information pack with additional learning activities and key resources.

### **The Academic Assessor**

The role of the Academic Assessor (AA) will be undertaken by nursing academics at Brunel University London, a different AA will be allocated to the trainee for each part of the programme. The AA will work in partnership with the Practice Supervisor (PS) and Practice Assessor (PA) and is responsible for communicating regularly with the PS and the PA; this will be facilitated by the use of face-to-face meetings, Pebblepad, Skype meetings telephone and email. The AA will visit the trainee at regular intervals in the practice environment and attend diarised meetings with the trainee the PA and the PS in order to support the trainee's progression. In the event of a trainee requiring an action plan the AA will be responsible for the development, monitoring and completion of trainee action plans in collaboration with the PA. The AA may also if required sign off the 'Final Interview' and also is responsible for the sign off the On-going Achievement Record (OAR) at the end of each placement and progression point.

### **The Standard and End Point Assessment Plan (EPA)**

**On completion of the apprenticeship the trainee will be a competent and job ready Nursing Associate who has successfully completed a Foundation Degree.**

The Trainee Nursing Associate must undertake an EPA on successful completion of the programme; The Institute for Apprenticeships End-point assessment plan for nursing associate apprenticeship standard (2019), describes how the trainee is assessed at the end of the apprenticeship and by whom. The EPA gateway is reached when the trainee has satisfied the employer that they are consistently working at or above the level of the occupational standard and have achieved English/mathematics Level 2. Trainees must also complete the approved qualifications mandated within the standard: Foundation Degree approved by the NMC. The EPA is not integrated within the programme and is managed by the employer and must be completed within an EPA period lasting a maximum of 3 months beginning when the trainee has passed the EPA gateway. The EPA is carried out at the end of the training period when the **employer** is satisfied that the employee has demonstrated that they have met the *gateway criteria* required. The EPA is graded and awarded after the successful completion of the assessments.

- **Assessment method 1: Professional Discussion Pass or Fail**
- **Assessment method 2: Professional Discussion Pass or Fail**

Trainees will undertake two assessments each being a professional discussion. While the method for each assessment is the same they are treated as separate assessments. Each assessment will test the apprentice's knowledge, skills and behaviours (KSBs) against specific domains. The domains are taken from the NMC Platforms for registered nursing associates.

These are:

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

The trainee will demonstrate a reasonable and meaningful sample of the Knowledge Skills and Behaviours (KSB's) assigned to the domains. Each professional discussion will be undertaken by a panel consisting of: Independent Assessor (the Chair), Programme Practice Assessor, Programme Academic Assessor. The Independent Assessor is responsible for the final grade given for the End Point Assessment but will make the decision taking into account the views of the Programme Practice and Academic Assessors. The end-

point assessment organisation will arrange for the professional discussions to take place, in consultation with the employer. The two professional discussions must allow for an in-depth discussion that allows for a meaningful sample of KSBs across the domains to be explored and gives the apprentice the opportunity to present evidence that clearly demonstrates competence against the occupational standard. The two discussions combined should be between 60 – 120 minutes in duration, but long enough to ensure the domains are adequately assessed. The independent assessor may extend one or both by 10% if necessary to allow the apprentice to complete their final answer. Each professional discussion will not be split, other than to allow comfort breaks if necessary. A break is permitted between professional discussions.

## 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one, which all students registered for the award, are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional), which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

E.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

E.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

E.g. ABXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Year 1 FHEQ level 4	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
<p>Compulsory modular block codes, titles and credits</p> <p><b>CM1601 Developing Professional Practice</b> 20 credits (Core: All)</p> <p><b>CM1602 Developing Skills for Nursing Associate Practice</b> 30 credits (Core: All)</p> <p><b>CM1603 Promoting Health and Well-being across the Lifespan</b> 20 credits (Core: All)</p> <p><b>CM1604 Introducing Work-based Learning</b> 20 credits (Core: All)</p> <p><b>CM1605 Learning in Practice (part 1)</b> 30 credits (Core: All)</p>	Optional modular block codes, titles and credits
<p><b>Year 1 FHEQ level 4 Progression and Award Requirements</b></p> <p><b>Intermediate Award</b></p> <p>On successful completion of 120 credits at FHEQ Level 4 the trainee will be able to demonstrate achievement of the learning outcomes and may be eligible for the award of a Certificate of Higher Education (Cert HE) in Health Studies.</p> <p>As per <a href="#">Senate Regulation 2</a></p>	

Year 2 FHEQ level 5	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits



Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
<p><b>Compulsory modular block codes, titles and credits</b></p> <p><b>CM2601 Developing Evidence Based Practice</b> 20 credits (Core: All)</p> <p><b>CM2602 Enhancing Skills for Nursing Associate Practice</b> 30 credits (Core: All)</p> <p><b>CM2603 Management and Collaborative Practice</b> 20 credits (Core: All)</p> <p><b>CM2604 Developing Work- based Learning</b> 20 credits (Core: All)</p> <p><b>CM2605 Learning in Practice (part 2)</b> 30 credits (Core: All)</p>	<p><b>Optional modular block codes, titles and credits</b></p>
<p><b>Year 2 FHEQ level 5 Progression and Award Requirements</b></p> <p>A Foundation Degree Science (FdSc.) will be awarded to trainees who have completed the learning outcomes specified above by achieving a total of 120 credits at FHEQ level 4 and 120 credits at FHEQ level 5.</p> <p>Trainees achieving the Foundation Degree Science (FdSc.) will be required to complete an End Point Assessment (EPA), organised by their employer and assessed by an independent external assessor. Failure to pass the EPA will not prevent the trainee receiving the Foundation Degree Science (FdSc.) and applying for professional registration with the Nursing and Midwifery Council.</p> <p><b>As per <a href="#">Senate Regulation 2</a></b></p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed from time to time by the University and whenever a modification occurs.