Template C4

Programme Specification

Title of Course: *FdSc Nursing Associate (Higher Apprenticeship)*

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Faculty	Faculty of Health, Science, Social Care & Education
School	School of Nursing
Department	Public Health and Children's, Learning Disabilities and Mental Health Nursing
Delivery Institution	School of Nursing, Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	FdSc Nursing Associate (Higher Apprenticeship)
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Certificate of Higher Education in Healthcare
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	Not applicable

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	School of Nursing, Kingston University
Location:	Kingston University
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 2
Maximum period of registration:	Full-time - 4
Entry Requirements:	At the point of entry onto the course, applicants for the apprenticeship route must be employed within a health or care setting where they can be appropriately supervised by a registered nurse or other appropriate registered health or care professional. Typically, applicants will be employed at NHS Agenda for Change Band 2 or 3 as healthcare support workers (or equivalent). The minimum entry qualifications for the programme are: GCSE: English (normally English language) and mathematics grades 4-9 (or grade C or above for GCSEs taken before 2017); or equivalent qualification (e.g. Functional Skills level 2 in numeracy and literacy). Admission to the programme is subject to the following: • satisfactory occupational health clearance; • Disclosure and Barring Services (DBS) clearance (Enhanced); • satisfactory interview;

	• in appropriate employment for a minimum of 37.5h per week; • where applicable, a 'Right to Work' covering the full length of the course and end point assessment (30 months). All applicants who meet the minimum requirements are required to attend a selection day which includes a values-based interview (multiple mini interviews) and an informal assessment of the applicant's current digital literacy skills which will provide a baseline from which to develop capability in digital and technological literacy during the programme.
Programme Accredited by:	Nursing and Midwifery Council (NMC)
QAA Subject Benchmark Statements:	N/a
Approved Variants:	The programme has approval for the following variants: • Year 1: three 30 credit modules and two 15 credit modules; • Year 2: three 30 credit modules and two 15 credit modules; • there is no compensation in assessments across theory and practice learning; • only two attempts at the practice assessment document are permitted; • the degree classification will be based on 90 credits at level 5. • To be awarded a Foundation degree with distinction, a student must have achieved • at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above • and an average of at least 70% in 90 graded credits at level 5 • To be awarded a Foundation degree with merit, a student must have achieved • at least 240 credits at level 4 or above, of which at least 120 credits must be at level 5 or above • and an average of at least 60% in 90 graded credits at level 5 • Students are permitted to trail up to 60 credits of L4 credit into the next academic year (note: the NMC has temporarily suspended the 12 week rule due to the Covid pandemic so the trailed module will not have to be completed within the first 12 weeks of L5)
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	Nursing Associate Higher Apprenticeship Standard ST0508
Recruitment, Selection and Admission process:	**Recognition of Prior Certificated Learning (RPCL)** A claim for credit exemption may be permissible for applicants who have evidence of equivalent prior certificated learning which replicates in content, level and currency, modules within the nursing associate programme up to the maximum 50% allowance set by the Nursing and Midwifery Council. The minimum amount of credit that will be awarded is one module. Guidance on preparing a claim will be provided to applicants by the admissions tutor/course team, in accordance with the Academic and Quality Standards, Kingston University 2018/19. Claims will be assessed on a case-by-case basis. This maximum limit of 50% does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice.
End Point Assessment Organisation(s):	TBC

SECTION 2: THE COURSE

A. Aims of the Course

The programme will prepare students to meet the NMC Standards of Proficiency for Nursing Associates (2018b), so that they may apply for entry to the NMC Register as Registered Nursing Associates upon course completion.

The specific programme aims are to:
1. Provide contemporary, evidence-based nursing education which meets the needs of students, service users and local health and social care employers.
2. Develop accountable, safe, compassionate and resilient practitioners who demonstrate professional attitudes and behaviours consistent with the NMC Code.
3. Develop students' knowledge and understanding of core, generic, evidence-based nursing theory and practice, enabling application of learning through a range of supervised practice-based placements.
4. Foster in students the value and benefits of collaborative working with service-users, carers and health and social care professionals, in order to achieve optimum individualised person-centered care.
5. Nurture students' personal and professional development in readiness for employment as nursing associates, equipping them with problem solving, analytical, practical and key graduate (transferable) skills, including the ability to be independent, reflective, lifelong learners.

B. Intended Learning Outcomes

The course 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) and the Nursing Associate Higher Apprenticeship Standard ST0508 (Institute of Apprenticeships, 2019). The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

	Programme Learning Outcomes				
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A5	Apply knowledge of management, leadership and organisation of health care systems within the NHS, independent and voluntary sectors to own area of practice.	B4	Apply problem-solving and enquiry skills in order to appraise and interpret healthcare information, and its quality and relevance to care in own area of practice.	C6	Recognise and respond appropriately to situations in day-to-day clinical practice, demonstrating technical competence and expertise.
A4	Apply detailed knowledge of health promotion and disease prevention principles in maintaining and improving the physical and mental health and wellbeing of service users in different settings and across the lifespan.	B1	Demonstrate skills and attributes of a reflective practitioner and autonomous learner, with commitment to personal and professional development, including resilience.	C5	Work collaboratively and in partnership with service users, carers and other members of the multi-disciplinary team to provide integrated person-centred care, whilst recognising own limitations and professional boundaries.
A3	Evaluate practice and explore strategies for monitoring own performance and that of others, in order to promote high quality, safe care.	B2	Access, input and analyse information using a range of verbal, non-verbal, written and digital skills.	C4	Apply contemporary research-based evidence to the planning, delivery and evaluation of flexible, safe, person-centred care in accordance with national and local policies and guidelines, including self-care where achievable.
A1	Apply knowledge and understanding of healthcare related ethical, legal and professional principles in order to promote equality, diversity, dignity and compassionate care within own area of practice	B3	Apply an understanding of the concepts of leadership and teamwork to own role.	C3	Use a variety of approaches to assess, identify and manage risk safely and effectively within the workplace and in line with published frameworks and risk tools, escalating concerns as appropriate.

A2	Apply detailed knowledge and understanding of anatomy, physiology and pathophysiology to the interpretation of clinical assessment and care.			C2	Safely and accurately perform a range of skills relating to the assessment and care of service users from across the lifespan and in a range of settings.
				C1	Demonstrate professional behaviour and effective non-judgemental interpersonal communication skills.
				C7	Demonstrate the ability to communicate effectively with service users, carers and healthcare professionals.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure
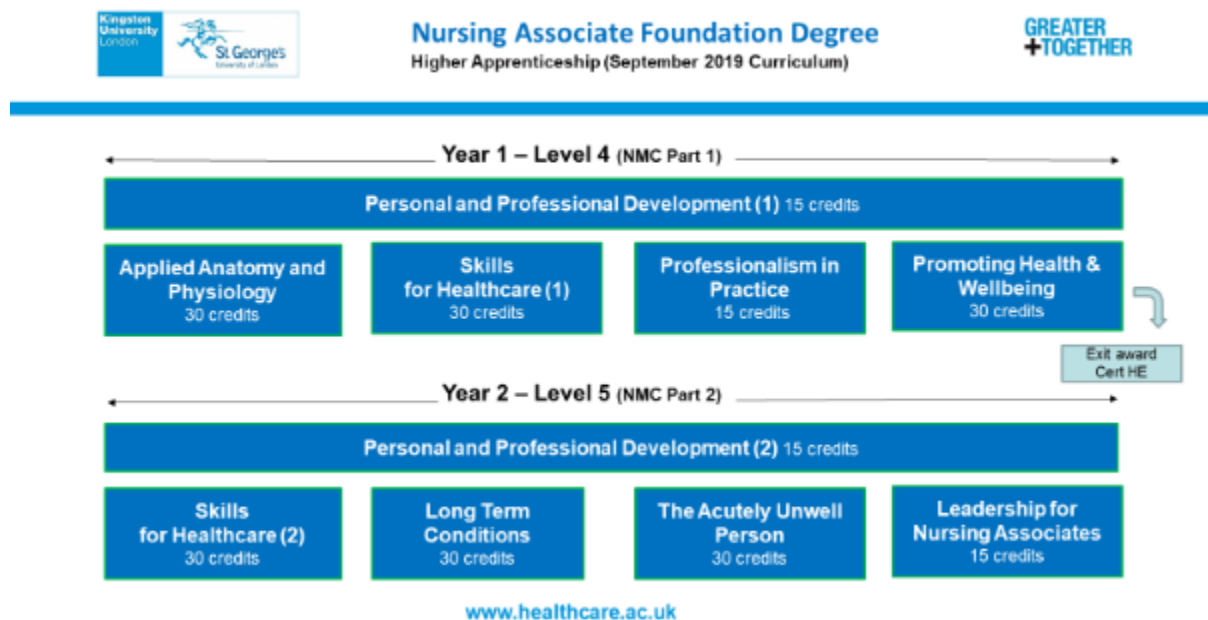
Each level of study consists of five modules: three 30 credit modules and two at 15 credits. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions required for accreditation by the professional regulator. Full details of each module will be provided in module descriptors and student module guides.

FdSc Nursing Associate (Higher Apprenticeship)

Level 4							
FdSc Nursing Associate (Higher Apprenticeship)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Applied Anatomy and Physiology	NU4002	30	4	1 and 2		1	
Personal and Professional Development 1	NU4001	15	4	1 and 2		1	
Professionalism in Practice	NU4004	15	4	1 and 2		1	
Promoting Health and Wellbeing	NU4005	30	4	1 and 2		1	
Skills for Healthcare 1	NU4003	30	4	1 and 2		1	
Optional Modules							

Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5.
Students who exit the programme at the end of part 1 and who have successfully completed 120 credits at level 4 are eligible for the award of Certificate of Higher Education in Healthcare.

Level 5							
FdSc Nursing Associate (Higher Apprenticeship)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Leadership for Nursing Associates	NU5005	15	5	2		2	
Long Term Conditions	NU5004	30	5	1 and 2		2	
Personal and Professional Development 2	NU5001	15	5	1 and 2		1	
Skills for Healthcare 2	NU5002	30	5	1 and 2		2	
The Acutely Unwell Person	NU5003	30	5	2		2	
Optional Modules							

Progression to Level 6

Students who have
- completed and passed all 120 credits at level 4;
- completed and passed all 120 credits at level 5;
- met NMC sign-off requirements for end of parts 1 and 2 of the programme;
- completed a minimum of 1,150 hours of practice and 1,150 hours of theory;

are eligible for the award of Foundation Degree (FdSc) Nursing Associate. The degree classification will be based on 90 credits at level 5 (excludes pass/fail module NU5002). Graduates will be able to apply for entry to the Nursing and Midwifery Council Professional Register. Application for registration must be made within five years of completing the award.
The programme is designed to meet the Nursing and Midwifery Council's Standards for Pre-registration Nursing Associate programmes (NMC, 2018a) and Standards for Student Supervision and Assessment (NMC, 2018c). It will ensure students are supported to achieve the competencies, communication, relationship management skills and nursing procedures specified in the Standards of Proficiency for Nursing Associates (NMC, 2018b) via a minimum of 1,150 hours of theoretical content

and 1,150 hours of protected practice learning. The programme has two progression points which must be met at the end of Semester 2 in Years 1 and 2 respectively.

D. Principles of Teaching, Learning and Assessment

Programme design

The programme is designed as a continuous process where theory and practice are interlinked and inform each other. Students engage with a number of key relationships – service users and families; teachers, practice supervisors and assessors; the learning environment (university and practice); knowledge and evidence. The six NMC platforms (being an accountable professional; promoting health and preventing ill-health; providing and monitoring care; working in teams; improving safety and quality of care; contributing to integrated care) provide the main curriculum themes. The four areas of the NMC Code (prioritise people; practise effectively; preserve safety; promote professionalism and trust) further underpin student development in conjunction with the Chief Nursing Officer's '6Cs' (care; compassion; competence; communication; courage; commitment). Together these provide a framework within which students will learn and practice. A number of curriculum threads are also developed throughout the programme using a spiralling approach. These core concepts have been identified from student, service user and employer feedback, and include critical thinking, evidence-based practice, pharmacology, fields of practice (e.g. mental health), interdisciplinary working, safeguarding, numeracy and academic skills.

As a non-field specific programme, all modules take a generic approach and aim to develop a broad understanding of care needs relevant to all fields of nursing, ensuring students can identify holistic needs and deliver care to a diverse range of individuals. There is an emphasis on the relationship between physical and mental health, care throughout the lifespan and the wider influences on health and wellbeing. Modules are organised in a staged and spiralling approach throughout the academic year to maximise opportunities for the integration of theory and practice. Year 1 develops a broad understanding of the nursing associate knowledge base and enables the student to provide reasoned explanations of relevant issues. Year 2 promotes a more detailed understanding of the subject matter covered in Year 1, related theories and concepts, enabling students to provide substantiated arguments applied to relevant issues. The integration of theory and practice is achieved through learning, teaching and assessment strategies which require students to reflect on their experiences in practice. Nursing knowledge and evidence are applied to these experiences, with an increasing depth of discussion and analysis as students progress through the academic levels.

The University's Inclusive Curriculum Framework principles and resources have been used to embed inclusivity within curriculum design, delivery and assessment, to ensure that students are not unduly advantaged or disadvantaged due to their level of prior clinical experience, learning difference or background. All new academic staff receive unconscious bias and inclusivity awareness training as part of their induction.

Service user, employer and student input to programme design and delivery

Practice partners, service users and students have participated in programme design through feedback and engagement mechanisms, including a joint engagement event which brought together all three stakeholder groups. These contributions have informed module development and the new module descriptors have been, and continue to be, discussed and reviewed at ongoing service user representative meetings, to ensure that they remain fit-for-purpose and reflect stakeholder views.

Practice partners, service users, user groups and carers participate in the delivery of the programme within the classroom. This approach introduces a range of perspectives and assists with theory/practice integration. Modules include scheduled time for service users to

share their lived experience within taught sessions and simulated learning. Students also learn from, and with, service users through initiatives such as the 'Baked Bean Company' and the 'Recovery College'. Students also receive feedback from service users as part of the objective structured clinical assessments and during the 'Health and Wellbeing' module formative group presentation in Year 1.

Teaching and learning

Teaching and learning are delivered through the integration of a variety of face-to-face activities and technology enhanced learning (TEL). Face-to-face teaching occurs in small and large groups and includes lectures, conferences, seminars, groupwork and problem-based learning. Technology Enhanced Learning includes online activities, supported by the University's Virtual Learning Environment (Canvas) and classroom-based technologies such as ResponseWare. Learning in the classroom will be further enhanced through use of a virtual family, a three-generation family with a range of interconnected physical, psychosocial and learning needs.

Research informed teaching is delivered in a number of ways to ensure graduates achieve the appropriate skills and engage with evidence-based practice (EBP) and critical thinking. Newell and Burnard's (2011) five stages of EBP are used as a framework to structure research informed teaching within the curriculum:

1. asking answerable questions from practice (Year 1);
2. finding the best available evidence (Year 1);
3. appraising the evidence for validity and applicability (Year 2);
4. applying the results of appraisal to clinical practice (Year 2);
5. evaluating the effect of applying the evidence (if student progresses to BSc Nursing: RN).

The Year 2 module 'Leadership for Nursing Associates' allows students to consolidate research informed learning through the work-based learning assignment, whilst the use of an enquiry-based approach to learning and teaching fosters the development of relevant skills. Research informed teaching is also delivered through the integration of the significant body of research generated by the Faculty and course team.

Critical thinking skills are recognised as being essential both for academic achievement and future professional employment. These are developed through the 'Critical Thinking Skills Toolkit' which is embedded throughout the programme. This toolkit contains activities that develop the skills students need to become thoughtful, objective and reasoned thinkers. It helps students to tackle assignments confidently, understand marking criteria, use evidence, take a reasoned approach, make structured arguments and engage with other points of view.

Guided independent study activities are designated for each module and are identified on Canvas. This guide provides information for students in terms of the expectations for the activity, how the student will be guided and the time that should be spent on the activity. Students will have protected time allocated on their e-roster to undertake these activities along with self-directed learning. Information about the activity (e.g. time spent, type of learning activity) will be recorded within Section B of the Ongoing Assessment Record (OAR) to allow for monitoring to ensure completion of required hours and how the activity supports the module learning outcomes.

Interprofessional learning

The concept of interprofessional learning is introduced at the outset of the programme and is spiralled throughout. During the programme students benefit from a wide range of Interprofessional Learning (IPL), the primary opportunity for IPL being clinical placements where students learn from, and with, a variety of health and social care professionals.

In Year 1 students will be introduced to members of the interprofessional team so that they have an appreciation of the diverse range of professionals who are involved in people's care. This enables students to understand their role in the person's journey whilst on placement. The use of simulation and the 'Virtual family' in Year 1 builds upon these experiences.

The 'Acutely unwell person' and 'Long-term conditions' modules in Year 2 allow students to gain a deeper understanding of the role of the interprofessional workforce to allow them to develop working relationships with members of the interprofessional team.

Learning activities with different professional groups are also undertaken within the classroom and within the Clinical Skills and Simulation Suite.

Placement learning

Practice learning is an integral part of the programme and students undertake practice learning placements in a range of settings. These are planned centrally by the Faculty's placement office, overseen by the Director for Practice Learning and Course Leader. Placements are selected to ensure breadth of clinical experience and exposure to diverse client groups of different ages so that students become proficient in meeting the holistic needs of people across the lifespan and can successfully demonstrate the full range of competencies, skills and nursing procedures defined in the Nursing and Midwifery Council's Standards of Proficiency for Nursing Associates (NMC, 2018b).

All placements are preceded by a timetabled preparation session which introduces the aims of the placement and the nature of learning opportunities, so that students are able to recognise the full potential of learning situations. The session also covers the assessment of practice learning which is assessed using the England Nursing Associate Practice Assessment Document (NAPAD). The two-part document provides a framework to guide, direct and assess placement learning at each stage of the programme and is used to assess professional values, competencies and skills relating to the six NMC platforms. It also includes sections for the student to record and reflect on their practice placement and any outreach activities they may have undertaken during the placement.

During their practice placements students learn to provide direct care to service users, families and carers under the guidance and supervision of appropriately prepared practice supervisors and, where appropriate, registered health and social care professionals from other disciplines. At the end of each placement the Practice Assessment Documents are reviewed in order to identify students' achievements and the range of workplace activities undertaken. The course team use this information to inform module teaching and programme development and to ensure theory and practice remain well aligned. Placement learning is supported by simulated learning within the Faculty's Clinical Skills and Simulation Suite, where clinical skill acquisition is developed in a safe and supportive environment. Simulated learning uses role players who represent all fields of practice to enhance breadth and depth of learning. Further planned developments include the introduction of technology enhanced learning, for example the use of patient simulators, live video streaming and Electronic Patient Records (EPR).

In addition to external placements students will also be allocated protected time within their base placement for practice learning. Protected learning time is defined by the NMC (2018) as time in a health or care setting during which students are learning and are supported to learn. The time spent on protected practice learning will be recorded by the student within Section B of the Ongoing Assessment Record (OAR) and confirmed by their practice supervisor/assessor.

Assessment strategy

The assessment of students' learning is staged throughout the academic year to ensure coherence and an even, manageable workload. Assessment tasks have been planned to ensure parity of student effort between modules: word limits for written assignments have been standardised across the academic levels, with reference to credit volumes and number of assessments per module:

Level 4   15 credits: 1,500
                  30 credits: 2,000
Level 5   15 credits: 2,000

30 credits: 2,500.

Each assessment has a formative element which allows students to develop their ideas, seek feedback and maximise success at the summative submission. Students are also provided with feed-forward at the summative points, which clarifies what they need to do to develop their future assignments and academic skills, and achieve their full potential. The first assessment attracts a low weighting and is scheduled early in the first semester of Year 1, with the aim of providing early feedback and guidance. Assignments are assessed using an online marking rubric to ensure transparency and facilitate feedback and feed-forward. A range of assessment types are employed and include examinations, coursework and practical assessments in both the Clinical Skills and Simulation Suite and the workplace. Wherever possible, theoretical assessment tasks aim to be authentic, building upon experiences in practice and are used to demonstrate clear linkages between theory and practice. Students build a portfolio of evidence throughout the programme and this is used to prepare a capstone assignment in Year 2.

Assessment of practice is achieved through successful completion of the practice assessment document and objective structured clinical assessments (OSCAs), in conjunction with successful sign-off in practice by a practice assessor and an academic assessor at the end of Years 1 and 2. Students require a pass in both theory and practice to achieve their final award.

Extra-curricular activities

There are a wide range of extra-curricular activities which are available to students:
• the School of Nursing has an active Nursing Society, run by students, which organises student activities and which has facilitated a number of collaborations with staff;
• the SNAP (Student Nurse Academic Partner) conference is a student-led conference for students, staff and clinical partners. Students develop their work with a member of academic staff for presentation and publication;
• SADRAS (Student Academic Development Research Associate Scheme) is a KU initiative which allows students to undertake a research project with an academic partner;
• the KU Ambassador role is a paid role in which students provide support for open days, welcome events and induction;
• the Kingston Award is a scheme that allows students to gain recognition for their extra-curricular work and can be used to enhance the student's CV when applying for their first job.

There are numerous other opportunities for paid and unpaid roles, volunteering, sports and societies. Students can also access activities at St. George's University of London's Student Union. Student nominations for University and national awards (e.g. Nursing Times Awards) are encouraged.

E. Support for Students and their Learning

The Nursing Associate Foundation Degree is a demanding course, both personally and academically. Students are recruited from diverse academic backgrounds, some with relatively few academic qualifications. Strong emphasis is placed on supporting students to achieve and, in order to promote successful outcomes, the course team has evolved structures to support students' wide-ranging needs. Academic skills development is introduced during the induction weeks and, thereafter, spiraled throughout the curriculum via two 15 credit 'Personal and professional development' modules. These run longitudinally in each year, embedding academic and key skills development and supporting students' academic and professional growth. This approach tailors support to the academic level of study to ensure students develop their skills appropriately. Diagnostic work is set for all students at the start of the programme in the 'Personal and professional development' module and enables the course team to identify those students who may benefit from

additional input with academic or functional skills, for example mature entrants who may not have studied for some time and who may benefit from some early, focused support to refresh their study skills, mathematics or written English. In addition to these two modules the programme team and University provide a comprehensive matrix of roles and centralised services which are freely available to students throughout their studies. These include:

- Module leader and teaching team: the module team are the primary source for academic support and assignment supervision. They coordinate tutorial support for the formative and summative submissions and ensure appropriate feedback and feed forward is provided. The module team will refer students in need of additional support.
- Personal Tutor Scheme: Pastoral care is a strong feature of the Nursing Associate Foundation Degree. Most students on the programme are entering higher education for the first time and the combination of work, study and personal family commitments can be challenging. Every student is allocated a named personal tutor who provides a constant presence and continuity of support throughout the programme, encouraging and motivating their tutees. Regular personal tutor group tutorials are timetabled to facilitate group support at key points. Students have regular one-to-one meetings with their personal tutor to monitor their progression and development. Students are also able to contact their personal tutor for further academic and pastoral support, as required. Where appropriate, the personal tutor will refer to the School's dedicated specialist lecturer for academic support who can provide one-to-one assistance with academic skill development.
- Specialist lecturer with a remit for academic support: students can self-refer or be referred by any member of academic staff for one-to-one tutoring to support writing/academic skills; English language development; learning difference needs (e.g. dyslexia).
- 'Buddy' system: first-year students are buddied with a second-year student who is able to provide informal guidance and peer support from their own experience as a learner. This informal sharing of learning facilitates the growth of confidence in new learners and provides a network of support. It also assists second-year students develop the supervision and supporting skills they require for professional practice.
- Academic Skills Centres: self-referral drop-in centres staffed by specialist academic support lecturers who provide small group and one to one support.
- Canvas: The University uses Canvas as its virtual learning environment which provides a versatile, interactive learning platform.
- IT support: Canvas has its own dedicated 24-hour support available to students. Additional IT support can be accessed via 'My Kingston'.
- Faculty Student Achievement Officer: This is a non-academic role which provides pastoral support and advice. Students can arrange a one-to-one meeting or attend drop-in appointments. The Student Achievement Officer is able to sign-post students to the wide range of services offered by the University. These include finance, accommodation, disability and dyslexia, health and wellbeing, counselling, faith and spirituality, Union of Kingston University Students.
- Access to world-class learning resource centres (LRC), online learning facilities and other learning support. LRC support staff offer academic skills development both within the LRC and also integrated into module delivery.
- Qualified disability advisor who gives guidance on reasonable adjustments and support for the student and advises academic staff.
- Confidential counselling and pastoral support, including mental health support services.
- Comprehensive occupational health services if required, beyond the employing organisation's own provision.
- Practice learning support: Each student is allocated a named practice supervisor who has an overall responsibility for supporting the student and facilitating learning during practice placements. Additional support may also be available locally, such as practice

educators and student placement coordinators. Each placement area is supported by a link lecturer: a member of faculty staff who visits the area and provides support to students placed there and their practice supervisor, as required. This support is supplemented by the recent appointment of a full-time lecturer for practice learning who is a member of the nursing associate course team and who has the specific remit of providing practice learning support for nursing associate students.

- Apprenticeship tripartite review meetings: These are held twice per year between apprentice student, employer and university (normally personal tutor) to review the student's progress and support needs. The frequency of the meetings is confirmed in the apprenticeship Commitment Statement which is issued at the start of the course and signed by the employer, the student and university. It summarises the schedule, roles, responsibilities and funding to support the successful completion of the apprenticeship.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers
- Staff Student Consultative Committee
- Faculty forum
- NMC/QAA Major Review of Nursing and Midwifery approved programmes
- Health Education South London Quality Contract Performance Monitoring
- Consultation with employers, practice partners and service users

G. Employability and work-based learning

As a vocational programme which results in both academic and professional qualifications, the course is highly orientated towards employment. Employability is embedded in all of the skills sessions and a significant number of skills and competencies are assessed in the workplace. In addition, aspects of the second (final) year taught content provide direct preparation for employability. Careers advice is made available to students throughout the programme by KU Careers & Employability Service - KU Talent. There are also opportunities both within placement learning and university-based learning to meet with past students and local employers.

Once registered with the NMC, graduates will be able to apply for Band 4 nursing associate posts. The starting salary of graduates after completing the course is currently £21,150 (NHS Band 4). Posts in the London area attract additional London weighting. It is anticipated that most apprentices will secure Band 4 nursing associate posts with their sponsoring employer. Career progression can be achieved through experience and post-qualifying education. Nursing associates can also use their qualification to gain entry to a BSc Registered Nurse degree programme with advanced standing, normally reducing the length of study to 18 months.

Work-based learning, including sandwich courses and higher or degree apprenticeships

The programme is part of an apprenticeship which prepares students for professional practice. Protected learning time for students on the apprenticeship route will follow 'Option B' (See NMC programme Standards, 2018a). Protected practice learning will consist of:

- external placements;
- identified protected learning within the student's usual place of work (base placement);
- scheduled simulated clinical learning.

At least 20% of the total protected practice learning hours (1,150 hours) are spent in external practice placements (see Placement Learning section). Protected learning activities undertaken in the base placement will include completion of the Practice Assessment Document and related activities, plus outreach and shadowing activities.

The theoretical learning requirement (1,150 hours) is met through the equivalent of one day per week University-based protected learning activity and will include:

- comprehensive induction;
- study days;
- guided learning;
- guided independent study.

H. Other sources of information that you may wish to consult

Nursing Associate Foundation Degree Higher Apprenticeship Standard ST0508
Available online at:
https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/
Nursing and Midwifery Council (2018a) *Standards for pre-registration Nursing Associate programmes*. Available online at:
https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-programme-standards.pdf
Nursing and Midwifery Council (2018b) *Standards of Proficiency for Nursing Associates*.
Available online at:
https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-proficiency-standards.pdf

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4	Level 5

		NU4001	NU4002	NU4003	NU4004	NU4005	NU5004	NU5002	NU5003	NU5005	NU5001
Knowledge & Understanding	A5	S				S				S	S
	A4		S	S		S		S	S		
	A3	S		S	S	S	S	S		S	S
	A1	S			S	S	S	S	S		S
	A2		S	S			S	S	S		
Intellectual Skills	B4	S		S	S	S	S	S	S	S	S
	B1	S								S	S
	B2	S		S	S	S	S	S	S	S	
	B3	S				S		S		S	S
Practical Skills	C6			S		S	S	S	S		
	C5	S		S	S	S	S	S	S	S	S
	C4			S	S	S	S	S	S	S	S
	C3			S	S		S	S	S		
	C2			S				S			
	C1			S	S	S	S	S	S		S
	C7			S			S	S	S		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.