

1. PROGRAMME SPECIFICATION

**For the Higher Apprenticeship Nursing Associate (NMC 2018) (incorporating an award of Foundation Degree (FdSc) Nursing Associate).
Faculty of Health and Life Sciences- Oxford School of Nursing and Midwifery**

Date approved:	August 2019
Applies to apprentices commencing study in:	September 2019

2. RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

3. SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Marston Road Campus Jack Straws Lane, Marston OX3 0FL Oxford Brookes University, Joel Joffe Building - Delta 900, Oxford Brookes University, Welton Rd, Swindon SN5 7XQ
Language of study:	English
Final award(s):	Foundation Degree (FdSc) (awarded by OBU) Higher Apprenticeship Nursing Associate (NMC 2018) (awarded by the IFA) Level 2 English and Maths (if not held by the candidate on entry) (awarded by an OFQUAL Regulated UK based awarding body)
Programme title:	Nursing Associate
Interim exit awards and award titles available:	Cert HE (unnamed) upon completion of Year 1
Brookes course code:	FDSC-HCR-DA (HL83)
UCAS code:	N/A
JACS code:	B790
HECoS code:	
Mode of delivery:	Full-time on campus
Mode and duration of study:	28 months full-time 50% Taught and 50% practice based learning
QAA subject benchmark statement which apply to the programme:	QAA FHEQ Level 5
Apprenticeship Standard:	Nursing Associate Higher Apprenticeship (NMC 2018) https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018/
Professional accreditation attached to the programme:	NMC
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ Specific Regulations for (Foundation Degree B1) apply.

SECTION 2: WHY STUDY THIS PROGRAMME?

The Apprenticeship programme is designed to educate staff who wish to be eligible to work as a Nursing Associate in England and enter the NMC register as a Nursing Associate. The Nursing Associate is a generic role that bridges the gap between Healthcare Assistants and Registered Nurses in England. Nursing Associates deliver care, under the authority of a Registered Nurse allowing Registered Nurses to focus on complex clinical duties and take a lead in decisions on the management of patient care. The Department of Health created the nursing associate role to be an important role in its own right, and to act as a route for those who want to progress in their careers to become a registered nurse. As a Higher Apprenticeship student working towards the nursing associate qualification, students are paid employees, supported through the Nursing Associate Foundation degree (FdSc) .

Nursing Associates will work within teams with direct or indirect supervision to deliver aspects of nursing care, complementing the work of Registered Nurses. The role is designed to provide employers with a wider skill mix within multidisciplinary teams allied to patient pathways to deliver holistic and person centred care

It is a role firmly grounded in direct care provision working with patients, families and carers within communities. Nursing associates will be able to deliver care in a range of settings in primary, secondary, community care. They will be able to work across a range of population groups and conditions to a defined level of competence with a greater emphasis on community and public health perspectives. They will be aware of their boundaries of competence and expertise. The philosophy of the programme is to provide a programme in which the service user is central.

The programme is designed to be responsive to apprentices needs, relevant, accessible and via the apprenticeship route broadens access to education whilst recognising the diverse roles of accountable Nursing Associates within the healthcare sector. It is designed for apprentices who either want to develop themselves into the specific role of Nursing Associates or who wish to progress onto another programme of study, thereby widening participation.

Individual development is fostered and developed through engagement and structured teaching and learning activities oriented towards developing existing practice competency. The programme recognises that the role is increasingly important in developing high quality person centred healthcare, and that failings in the delivery of health care, as outlined in the Francis Report (2013), can in part be attributed to the lack of a well- educated workforce. The healthcare professionals of 2021 will be reflective practitioners who identify and demonstrate the ability to apply knowledge to inform their own practice. They will recognise the expectations for compassionate, responsible and accountable practice, and will have developed the capacity and motivations to continue to enhance their personal development.

This programme has a number of core drivers: The Francis Report (2013), The Cavendish Review (2013), The Willis Commission (2012), Apprenticeship Standards for Nursing Associate (IATE 2019) <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018/> and Standards for pre reg nursing associates programmes (NMC 2018) <https://www.nmc.org.uk/standards/standards-for-nursing-associates/standards-for-pre-registration-nursing-associate-programmes/>

and Standards of Proficiency for Nursing associates NMC 2018): <https://www.nmc.org.uk/standards/standards-for-nursing-associates/standards-of-proficiency-for-nursing-associates/>

SECTION 3: PROGRAMME LEARNING OUTCOMES

Updated April 2019

AIMS:

This programme is designed to support apprentices to prepare for the generic role of Nursing associate, learning through a breadth of experience, across the lifespan and in a variety of settings. Learners will access a curriculum which provides an equal balance of theory and practice learning using a range of learning and teaching strategies. Through practice based and theoretical learning, apprentices will be able to demonstrate their ability to meet the nursing associate standards requirements and proficiencies. They will also be able to demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

Apply knowledge of a range of conditions commonly seen within the delivery of health care

Demonstrate knowledge and understanding of national and local legislation and policies underpinning the delivery of healthcare

Utilise a working knowledge of local and national agencies and resources available in delivering effective and efficient care

3.2 RESEARCH LITERACY

Demonstrate knowledge and understanding of national and local legislation and policies underpinning the delivery of healthcare

Demonstrate the experience, skills, knowledge and attitude that underpin the delivery of evidence based, effective and efficient healthcare.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

Demonstrate the experience, skills, knowledge and attitude that underpin the delivery of evidence based, effective and efficient healthcare

Demonstrate the professional skills, knowledge, attitude and behaviour required to perform their role safely at the required professional level within health care settings

Practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively

Work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared, employing a diverse range of communication skills and strategies to aid this.

Demonstrate development both personally and professionally throughout the course in order to fulfil their new role.

3.4 DIGITAL AND INFORMATION LITERACY

Demonstrate knowledge and understanding of national and local legislation and policies underpinning the delivery of healthcare

Demonstrate the experience, skills, knowledge and attitude that underpin the delivery of evidence based, effective and efficient healthcare.

Deliver high quality care to service users in their field of practice.

3.5 ACTIVE CITIZENSHIP

Act to safeguard the public and be responsible and accountable for, within their role boundaries, safe, person centred, evidence based healthcare practice.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Nursing Associate

Code	Module Title	Credit	Level	Coursework: Exam ratio	Provisional hand in dates
U44600 HECR 4001	Study Skills for Foundation Degrees	15	4	70% coursework 30% presentation	Semester 1 Week 7 and Week 12
U44601/ HECR 4002	Practice based learning 1	30	4	100% coursework	Semester 1 Week 12
U44602/ HECR 4003	Applied Social Science for Health and Social Care	15	4	100% coursework	Semester 2 Week 10
U44604/ HECR 44004	Practice based learning 2	30	4	100% coursework Achievement of all Year 1 proficiencies	Semester 3 Week 4
U44605/ HECR 4005	Science for Nursing Associates	15	4	100% coursework	Semester 2 Week 8
U44607/ HECR 4006	Specialist Care Skills 1	15	4	100% coursework	Semester 3 Week 2
U44620/ HECR 5001	Social Policy and Welfare Systems	15	5	100% coursework	Semester 1 Week 12
U44622/ HECR 5002	Practice based learning 3	30	5	100% coursework	Semester 1 Week 12
U44623/ HECR 5003	Applying Evidence to Practice	15	5	100% coursework	Semester 2 Week 12
U44624/ HECR 5004	Legal and Ethical issues for Care	15	5	100% coursework	Semester 2 Week 10
U44625/ HECR 5005	Practice based learning 4	30	5	100% coursework Achievement of specified clinical practice hours and all proficiencies	Semester 3 Week 4
U44627/ HECR 5006	Specialist Care Skills 2	15	5	100% coursework	Semester 1 Week 12

Plus to achieve the Nursing Associate apprenticeship award

Code	End Point Assessment - title and description	Integrated	Non integrated
TBC	Nursing Associate EPA	N	Y

If the apprentice does not hold level 2 English or Maths qualifications prior to the start of the apprenticeship, you will be required to complete this as part of the course. apprentices will be required

to attend classes in addition to the normal timetable for the foundation degree. The location of delivery and timetable will be detailed in individual commitment statements.

4.2 PROGRESSION AND AWARD REQUIREMENTS

The programme consists of twelve modules totalling 240 credits. A single module has 15 credits; a double one has 30 credits. Year 1 (Part 1, NMC 2018) consists of six modules, including two doubles, equalling 120 credits. Year 2 (Part 2, NMC 2018) consists of six modules, including two doubles, equalling 120 credits. The programme is completed full-time over two years apprentices normally may progress into Year 2 with 6 passes. Therefore apprentices may ONLY progress to Year 2 (Part 2) if they have passed the modules in Year 1 (Part 1). There is no compensation between assessments.

For achievement of the apprenticeship award, apprentices must have/have achieved by the end of the apprenticeship, level 2 functional skills in numeracy and literacy. English and Maths is delivered in addition to the normal taught timetable at the University. These qualifications may be delivered in a location other than the University or the apprentices place of employment. Exact arrangements for each apprentice will be detailed within their commitment statements.

The End Point Assessment must be completed following successful completion of gateway requirements in order for the Apprenticeship to be awarded.

4.3 PROFESSIONAL REQUIREMENTS

All modules must be taken and passed in order to meet the requirements for registration with the Nursing and Midwifery Council (NMC). In addition, graduates are required to make a declaration of good health and character to the University. This is confirmed to the NMC prior to the process for registration commencing.

SECTION 5: TEACHING AND ASSESSMENT

The educational approach is holistic, supporting the apprentice to become an autonomous learner who, using an evidence based approach, is empowered to challenge poor practice and maintain standards. Individual development is fostered and developed through engagement with structured teaching and learning activities oriented towards developing existing practice competency.

Apprentices learn in different ways, at different speeds and need a variety of opportunities to develop their skills, knowledge and attributes needed to be competent and confident professional care workers. The programme has been designed to have a wide range of teaching and learning methods. The apprentices will also have a wide range of staff to teach them in both the theory and the practice based modules. Staff work closely with carers and users to design and evaluate the programme and apprentices may be taught by carers and / or users during campus based teaching and will certainly learn from them in the workplace.

Apprentices will be supported in their transition to HE through a study skills module and other University support systems which will allow them to practice academic writing, learn how to use sources and reference them in an acceptable academic style, how to appraise literature and how to use reflection in your work and writing. They will also be able to work with an expert in supporting apprentices whose English is not their first language as we are mindful of ensuring an inclusive learning approach to support all apprentices and are able to adjust assessments to meet the requirements of a wide range of apprentices. For example, presentation as an assessment can be managed flexibly to accommodate issues around anxiety or confidence and apprentices may have the option to present in a group or, if necessary, present on their own after working as part of a group.

Throughout the programme, teaching and learning strategies adopted by lectures will acknowledge and encourage a range of learning styles. The programme aims to provide a balance between provision of information and opportunities to assimilate actively, apply, question, debate and reflect critically. Teaching and learning strategies will:

- Introduce apprentices to and encourage them to engage in new areas of knowledge. apprentices will also be given the opportunity to broaden and deepen their existing knowledge.
- Encourage apprentices to engage in critical analysis of concepts, theories and practise and to test their analysis against received understandings and practices.
- Give apprentices the opportunity to acquire practical experience in a range of activities relevant to their role in the commercial environment from empirical research to presenting their findings.
- Encourage apprentices to engage in critical reflection. Apprentices will be asked to reflect on new knowledge and understanding and on their own experiences.

Apprentices will become familiar with searching the internet , and learn how to discriminate between peer reviewed and other sources of information in journals and other sources of evidence. Apprentices will be shown how to use and access the Library services, online policies and procedures, as well as programme specific documents and forums.

The majority of the programme is taught in class seminar groups (sometimes broken down into smaller groups) encouraging apprentice participation.

The principles of Brookes Assessment Compact are demonstrated in this programme through:

1. An emphasis on formative assessment and feedback
2. Support in developing self-assessment skills
3. Apprentice input into the design of the assessment and marking processes
4. Negotiation of competencies within practice based learning.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Employment/job role requirements

The apprentice should be employed as a Trainee Nursing Associate. Over the course of their employment, the apprentice should have practice based opportunities which will allow them to successfully complete the programme.

Typically a Nursing Associate will:

- Deliver high quality, compassionate care under the direction of a Registered Nurse (or other registered care professional dependent on setting) with a focus on promoting health and independence.
- Work as part of a designated clinical and care team delivering care that focuses on the direct needs of the individual.
- Carry out specific delegated clinical and care tasks and responsibilities to a high standard and competency, under the direction and supervision of a registered nurse or other registered care professionals dependent on setting.
- Work with a practice supervisor to take responsibility for developing own clinical competence, leadership and reflective practice skills within the workplace, while on placements and through attending the Nursing Associate Training Programme.
- Develop by the end of the Nursing Associate Training Programme the ability to work without direct supervision, at times delivering care independently in line with the individual's defined plan of care, within the parameters of practice of the Nursing Associate role, accessing clinical and care advice when needed.

Academic entry requirements

Applicants should hold either a work based level 3 qualification relevant to health care such as an advanced apprenticeship or a level 3 NVQ or other vocational/A Level qualifications.

Applicants should also hold English and Maths to a GCSE Grade C or above, or equivalent. An initial assessment will be conducted to ensure the applicant is well equipped to complete the programme, an alternative programme may be recommended if the applicant would benefit from completing some further study at level 2 or 3 before joining the Nursing Associate programme.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Interviews and assessments to check suitability

The delivery team will meet with candidates the employer would like to put forward to ensure that the programme is a good fit in terms of their previous experience, prior attainment and their career aims. If the candidate would benefit from completing some further study at level 2 or 3 before joining the Nurse Associate programme, an alternative programme will be recommended.

The admissions process for all apprenticeship students will include the following:

Confirmation of:

- DBS enhanced clearance
- Occupational Health clearance
- Mandatory training update normally within 9 months prior to the course commencing.

If enrolment has been agreed, then continuation on the programme will be contingent on satisfactory clearances. All applicants will be screened for fitness for practice. A recent Disclosure and Barring Service (DBS) check will need to be in place.

Accredited Prior Learning

If an apprentice holds any relevant qualifications in a health related subject at level 4 or 5 this may be taken in to consideration and modular exemptions may be applied as appropriate and as per the professional and university regulatory allowance..

SECTION 7: PREPARATION FOR EMPLOYMENT

The Nursing Associate role is being introduced across health and social care settings in England. Following the Shape of Caring review in 2015, a gap in care provision was identified between the roles of health care assistants and registered nurses.

The Department of Health created the nursing associate role to be an important role in its own right, and to act as a route for those who want to progress in their careers to become a registered nurse. Health Education England, which shapes the training and education of healthcare professionals in England, has been developing the new role to fit into the existing workforce. The NMC will now register Nursing associates on successful completion of their Foundation Degree Nursing Associate programme.

Apprentices will be employed or seconded for the duration of the programme in a relevant health care setting. They will be supported in the workplace by a practice supervisor and practice assessor who will be a nurse or nurse associate holding a current registration with the NMC. They will undertake practice in a variety of practice areas to help develop their knowledge of the wider care sector, care for people across the lifespan, in a variety of different health care settings and contribute towards personal and professional development.

Visiting speakers from many clinical areas of health and social care are invited to come and lead sessions with the apprentices.

Expert patients are invited to come and speak to the apprentices.

Alongside support in the workplace, apprentices will be able to access University careers services to support individual career planning or personal development needs.