

Programme Specification: Foundation Degree

For students starting in Academic Year 2018/2019

1. Course Summary

Names of programme(s) and award title(s)	Foundation Degree (FdSc) Nursing Associate
Award type	Foundation Degree
Mode of study	Full-time (Apprenticeship)
Framework of Higher Education Qualification (FHEQ) level of final award	Level 5
Duration	2 years
Location of study	Keele University – Clinical Education Centre, School of Nursing and Midwifery
Accreditation (if applicable)	Accreditation for this programme will be sought from the Nursing and Midwifery Council (NMC) during the teaching cycle in 2018/19. This is a requirement of the NMC.
Regulator	Office for Students (OfS) Institute for Apprenticeships Nursing and Midwifery Council
Tuition Fees	<p>UK/EU students: Fee for 2018/19: All course fees are paid by the employer and no fees are charged to apprentices.</p> <p>The fee is set at the maximum funding band for this apprenticeship standard set by the Institute for Apprenticeships (IfA), which is a government non-departmental body sponsored by the Department for Education (DFE). We reserve the right to increase the fee in future. Fees will be paid by the employer on behalf of the apprentice using Levy or co-funding arrangements. At no point must any costs for the course be passed to the apprentice. https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017</p> <p>A full breakdown of costs is set out in the commitment statement.</p>
Additional Costs	Refer to section 18

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Foundation Degree?

A Foundation Degree is a qualification equivalent to the first two years of a Bachelor Degree programme. Foundation Degrees are normally focused on specific professions and were developed as a need was recognised for intermediate higher education qualifications that combined vocational and academic elements.

The two-year Foundation Degree described in this document allows you to focus exclusively on Nursing Associate practice. The degree consists of 120 credits at Level 4, and 120 credits at Level 5.

3. Overview of the Programme

The new Nursing Associate role is the most significant and important change in nursing for many years, and directly links to the Francis Report (Francis 2013) recommendations to strengthen the nursing profession and care provision, and the subsequent Health Education England (HEE) 'Shape of Caring' Report (HEE 2015). The new role will be regulated by the Nursing and Midwifery Council (NMC) and 'Nursing Associate' will be a protected title. The Nursing Associate will be able to undertake a wide range of nursing duties, including administration of medicines.

HEE produced an education framework for a two-year Foundation Degree for Nursing Associates (HEE 2017), and Pilot sites commenced in January 2017. The NMC has also produced draft working standards which these sites are also using, and final NMC standards will be published by December 2018.

A Nursing Associate Apprenticeship Standard was published in November 2017 based on the HEE education framework, setting out knowledge, skills and behaviours to be achieved.

Evaluation from the existing pilot sites has been very positive, with trainee nursing associates, who are existing care assistants from surrounding health organisations, performing well academically, making a positive contribution to practice, and with very low attrition.

As a key University partner to University Hospitals of North Midlands NHS Trust, North Staffs Combined Healthcare NHS Trust, Midlands Partnership Foundation NHS Trust and other local healthcare organisations, the School of Nursing and Midwifery has developed this Nursing Associate Foundation Degree to enable students supported by their employer to study for registration as a Nursing Associate through an apprenticeship route.

This two-year programme will enable you to acquire all the knowledge, skills, and behaviours required for you to successfully qualify as a Nursing Associate. It will prepare you for the End-point Assessment which is an apprenticeship requirement and you will need to take this separate assessment after you have successfully completed your Foundation Degree at Keele. During the programme you will undertake one day per week of study, and the rest of the week will be spent learning in a range of practice settings in your base placement, and in other settings which will give you nursing associate experience across the lifespan and the fields of nursing, which may include adult, child, mental health and learning disability services. Please see page 11 for more information about practice experience.

You will undertake both theory and practice modules to support your learning, and this will be monitored by four tri-partite meetings per year where a programme tutor, an organisation representative and yourself will meet together to ensure that you are progressing well and are having the support you need to continue to make progress. During the programme you will have seven weeks of negotiated annual leave, which you may take when you are working on your base placement. You will not normally be able to take annual leave which will affect your attendance for a taught study day. Trainee Nursing Associates will normally have access to some elements of the BSc (Hons) Nursing programme such as a visit to the Anatomy Suite and inter-professional education sessions which enables health students to gain more understanding about each other's roles.

4. Aims of the Programme

The broad aims of the programme are to enable you to:

- demonstrate competence in Nursing Associate Practice, delivering safe and effective person centred care across the lifespan in a range of settings
- learn and apply the knowledge skills and behaviours required to meet the Nursing Associate Apprenticeship Standard
- prepare for the End-point Assessment required to complete the Apprenticeship Standard

- apply for registration with the Nursing and Midwifery Council as a registered Nursing Associate
- develop knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge
- gain knowledge of the main methods of enquiry in Nursing Associate Practice and the ability to use established techniques to undertake critical analysis of information in order to propose solutions
- evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context
- apply your knowledge and skills to new situations, including in the workplace
- demonstrate effective communication skills in a variety of forms and for a range of audiences.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to demonstrate knowledge and understanding in the eight domains of Nursing Associate Practice (HEE 2017) (in conjunction with the draft Standards of Proficiency for Nursing Associates (NMC 2018)) and the Apprenticeship Standard:

1 Professional Values and Parameters of Practice (and personal accountability)

- How to exercise personal responsibility and work independently within defined parameters of practice, legislation and local policies
- The limits of the role and when to seek support
- The responsibilities and professional values of a nursing associate and the nursing profession
- The importance of personal health, resilience and wellbeing on personal performance and judgement
- Understand accountability within scope of own practice in accordance with the NMC Code of professional standards of practice for nurses, midwives and nursing associates (NMC 2018)

2 Person-centred approaches to care

- Understand the principles of nursing practice in the assessment, planning, delivery and evaluation of care
- The principles of person centred care including consent
- How to safely adapt care or support plans to reflect changing need(s)
- How to manage appropriate relationships with individuals and carers
- How person-centred care that ensures individuals are equal partners in their care

3 Delivering Nursing Care

- The appropriate diagnostic, decision making and problem solving skills needed to support the registered nurse or other appropriate healthcare professional
- The structures and functions of the human body
- Common physical, mental health and learning disability conditions
- Infection prevention and control
- The principles and practice of medicines management including:
 - the management of adverse drug events, adverse drug reactions, prescribing and administration errors and the potential repercussions for individuals, their families/carers, teams, departments

- and organisations
 - the statutory requirements in relation to mental health, mental capacity, children/young people and medicines, national service frameworks and other guidance
- Concepts of behaviour change in health promotion, wellbeing and addressing health inequalities
- The strengths and weaknesses of the nursing interventions required to deliver high-quality person-centred care

4 Communication and interpersonal skills

- How to communicate with individuals considering a across a wide range of options and channels focusing on delivering and improving health and care services
- The legislative, policy and local requirements and ways of working with information and data in relation to accuracy of recording, reporting, secure storage and confidentiality

5 Team-working and leadership

- The supervisory and leadership opportunities and roles for a nursing associate
- The principles of working with others to deliver and improve services
- Quality and service improvement, including the focus on unwarranted variation as a way of ensuring the right care in the right place at the right time
- Health and social care leadership frameworks

6 Duty of Care, Candour, equality and diversity

- The legislation and principles underpinning safeguarding, duty of care, equality and diversity and the need for candour and the ways in which you are able to avoid acts or omissions which can reasonably be foreseen as likely to cause harm
- The ways in which individuals can contribute to their own health and well-being and the importance in encouraging and empowering people to share in and shape decisions

7 Supporting learning and assessment in practice

- The importance of Continuing Personal and Professional Development to ensure that professional knowledge and skills are kept up to date
- The educational theories that underpin learning and teaching in the clinical environment including health promotion and its impact on individuals
- A knowledge of teaching, learning and assessment in the design and delivery of peer learning

8 Research, development and innovation, quality and safety in practice

- The role of research, innovation and audit in improving the quality of patient safety and nursing care
- Methods of research and audit in their area of work and how these are used to interpret and apply new knowledge in health and social care
- The role of statutory and advisory regulatory bodies and the concept of evidence-based practice

Subject specific skills

Successful students will be able to demonstrate subject specific skills in the eight domains of Nursing Associate Practice (HEE 2017) (in conjunction with the draft Standards of Proficiency for Nursing Associates (NMC 2018)) and the Apprenticeship Standard:

1 Professional Values and Parameters of Practice (and personal accountability)

- Apply and promote safe and effective practice that places the individual and/or family/carer at the centre of care
- Display a personal commitment to professional standards and ethical practice, operating within national and local ethical, legal and governance requirements
- Act as a role model for others acting with probity and personal integrity in all aspects of practice, be

willing to be truthful and admit to and learn from errors

- Act accountability within scope of own practice in accordance with the NMC Code of professional standards of practice for nurses, midwives and nursing associates (NMC 2018)

2 Person-centred approaches to care

- Deliver holistic, person centred nursing care
- Engage actively with individuals, their families and/or carers by establishing their needs, wishes, preferences and choices and incorporate these into care planning
- Ensure the rights of individuals are upheld and facilitate the resolution of any conflict arising
- Act independently and in partnership with others to ensure that the rights of individuals are not overlooked or compromised; and resolve conflict in situations where there may be refusal of care by individuals or their families

3 Delivering Nursing Care

- Deliver planned interventions under direction of Registered Nurse without direct supervision delivering care, at times, independently in line with an agreed and defined plan of care
- Support healthcare professionals to assess, plan, deliver and evaluate care
- Recognise and act upon, in a timely manner, early signs and/or deterioration using appropriate physiological or psychological assessments and observations
- Safely administer medication
- Safely use invasive and non-invasive procedures, medical devices, and therapeutic, technological and pharmacological interventions
- Work safely and learn from the assessment and evaluation of health and safety-related incidents
- Raise health risks for discussion with individuals and undertake brief interventions (including key messages for major lifestyle risk factors) and assess evidence of effective interventions

4 Communication and interpersonal skills

- Communicate complex, sensitive information effectively, and improve communication using a range of strategies with regard to person-centred care, *duty of care*, candour, equality and diversity to reduce conflict and complaints,
- Handle information and data in line with national and local policies and legislation

5 Team-working and leadership

- To lead peers and others where appropriate.
- Use reflection to improve personal performance
- Work effectively with others in teams and/or networks to deliver and improve services
- Contribute to and support quality improvement and productivity initiatives within the workplace
- Assess and manage risk to individuals

6 Duty of Care, Candour, equality and diversity

- Safeguard and protect vulnerable adults and children
- Manage tensions and conflicts between an individual's rights and duty of care
- Demonstrate the ability to treat all individuals, carers and colleagues with dignity and respect for their diversity, beliefs, culture, needs, values, privacy and preferences
- Demonstrate respect, kindness, compassion and empathy for all individuals, carers and colleagues within the workplace and wider organisation

7 Supporting learning and assessment in practice

- Act as a role model in terms of ongoing learning and development of professional knowledge, skills and capabilities.
- Demonstrate the skills required for career-long Continuing Professional Development
- Promote and actively support training, teaching, learning and assessment within the workplace

- Contribute to the education and promotion of health and wellbeing in individuals, their families and/or carers

8 Research, development and innovation, quality and safety in practice

- Apply critical analytical skills in a research/audit/service improvement context, working within an ethical framework
- Contribute effectively to evidence-based audit procedures, research, development and innovation in the delivery of health and care
- Adhere to all ethical, legal, governance and quality assurance frameworks that pertain to research, development and innovation

Key or transferable skills (including employability skills)

Successful students will be able to:

- be caring, compassionate, honest, conscientious and committed
- treat people with dignity, respecting an individual's diversity, beliefs, culture, needs, values, privacy and preferences
- show respect and empathy for those with whom you work
- have the courage to challenge areas of concern
- be adaptable, reliable and consistent, show discretion, resilience and self-awareness
- use qualities necessary for working in situations that require personal responsibility and decision-making
- undertake further training, develop existing skills and acquire new competencies
- demonstrate a range of generic skills, attitudes and capabilities that will promote and sustain life-long learning
- use study and research skills to inform practice
- learn independently
- use digital literacy with confidence
- learn through the use of reflective practice

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Keele University supports and promotes all aspects of student learning in relation to five key themes:

- Providing transformative learning opportunities
- Promoting inspirational learning and teaching
- Providing a supportive and inclusive learning community
- Developing students' capabilities

- To provide opportunities for students to learn beyond the curriculum

The School of Nursing and Midwifery embraces these themes and further addresses specific learning needs of students undertaking this programme of study.

The curriculum design is underpinned by scaffolded learning. Psychologist and instructional designer Jerome Bruner first used the term 'scaffolding' in the learning context back in the 1960s (Bruner 1960). In the field of education, the term 'scaffolding' refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. Learning through an apprenticeship is underpinned by Kolb's experiential learning theory (Kolb 1984) of learning by doing and reflecting on this process.

The learning and teaching methods used on the programme support this approach to improve knowledge development and understanding, but will vary according to the subject matter and level of the module. They include the following:

- *Lectures* – information which will stimulate interest and provide a medium for the considered application of theory to contemporary society and provide you with a framework and context for further reading and independent study, to broaden and deepen your existing professional knowledge and understanding of the core concepts of Nursing Associate Practice.
- *Group work* –group facilitation will enable you to learn together by researching a topic area and sharing learning with each other. This enables you to grow in confidence and recognise peer support and learning.
- *Action Learning sets* - group facilitation to use a solution-focused approach to learning together through each other's experiences
- *Seminars* - topics of interest and relevance to the module with in-depth discussion in a small group to further develop your confidence, competence and communication skills. Seminars will be arranged as small group sessions with an emphasis on individual student development and opportunity given to:
 - Explore specific learning intentions and/or any difficulties
 - Provide formative feedback and clarification of learning
 - Create a climate for learning through structured reflection on Nursing Associate practice knowledge, research and skill development
 - Provide effective support for you and other students
- *Blended learning approaches*: the University's virtual learning environment will be used to facilitate online discussions, 'blogs', conditional release tasks and access to a wide range of learning resources and research tools.
- *Case study work*- the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- *Work based learning* - students will undertake practice learning in a range of settings, and through simulated practice
- *Reflective learning* - students will reflect on their practice through compilation of a portfolio

Apart from these formal activities, you are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs you may have, with your Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable you to achieve the learning outcomes of the programme in a variety of ways. For example:

- Case studies and case-based problem-solving scenarios facilitate linking of theory to practice; they encourage critical analysis and evidence-based discussion as you are drawn into the rhetoric / reality debate that such scenarios often generate.

- Web-based learning facilitates breadth and depth of learning
- Practice learning and simulated activities allow you to practise skills, self-assess your knowledge, understanding and skills alongside your ability to reflect in action, problem solve, and make decisions which in turn should build your competence and confidence.

7. Teaching Staff

The majority of academic staff in the School have formal teaching qualifications or are working towards achievement of these. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are external examiners at other universities. Staff are registered with their professional body, and some staff have dual qualifications; currently one member of staff also has registration as a social worker. Staff are actively encouraged to hold honorary contracts with health care provider organisations and to utilise this to ensure they remain updated with contemporary issues within their own field. A number of staff have additional roles or memberships with external organisations for example Member of the Institute for Health Promotion and Education, Nursing and Midwifery Council Reviewers, Member of the Royal College of Nursing Education Forum Steering Committee, Member of NHS Ethics Committee, Supervisor of Midwives and Local Provider Committees.

The School has a number of staff that hold doctoral level qualifications or are working towards these. There is a robust professional development strategy which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning. Many staff hold, or are working towards, Fellowship of Advance Higher Education. Staff are actively involved in research across the School and belong to one of the School's four research groups.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are utilised where appropriate, in addition the School has a number of clinical staff on secondment to the School.

Staff from the School and Faculty have a vast range of unique and specialist knowledge of nursing across all fields.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

As a Trainee Nursing Associate, you will be expected, over the two-year programme, to have approximately 3,000 hours (or 50% of your time, whichever is greatest) devoted to structured learning activities.

This time allocation has been worked out on the basis of a typical trainee working 45 weeks of the year with a 37.5 hour week. The typical full time programme will span 45 weeks per annum (45 weeks @ 37.5 hours per week = 1,687.5 hours per annum and minimum 3,000 hours per programme). This is not to draw a false distinction between 'work' and 'learning' as it is recognised that learning occurs throughout working.

As an example of the ratio of theory and practice learning during a week (five-day) period the student would undertake the equivalent of:

- One day theory (learning off the job) (7.5 hours)
- One day alternative practice (learning on the job) (7.5 hours)
- Three days employment in base (learning on the job) (22.5 hrs)

You will follow a course plan model of theory one day per week and blocks of practice, to which this ratio of theory, alternative practice experience and employment will be applied. Blocks of practice may be between three and six weeks long in alternative placement areas as indicated on page 10.

The programme will comprise of:

- Year One: 120 credits@ Framework for Higher Education Qualifications (FHEQ) Level 4
- Year Two: 120 credits @ FHEQ Level 5

You will therefore spend two years as apprentices learning ‘off the job’ for a minimum 20% of your time at the School of Nursing and Midwifery, Keele University, normally based at the Clinical Education Centre, and the remainder of time will be spent in practice learning ‘on the job’ including some protected learning time, as agreed by your employer. This process enables you to continue to be employed as well as studying for your foundation degree. Your seven weeks annual leave can be taken negotiated, but not when you have a taught theory day, or are in an alternative placement.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort.

Your programme will contain 12 core modules over two years.

	52 weeks: 45 weeks plus 7 weeks annual leave to be taken as indicated above weeks			
	13 weeks	13 weeks	13 weeks	13 weeks
Year 1 120 credits	Module 1 - 15 credits	Module 2 - 15 credits	Module 3 - 15 credits	Module 4 - 15 credits
	Module 5 - Practice Module 1 - 30 credits		Module 6 – Practice Module 2 - 30 credits	
Year 2 120 credits	Module 1 - 15 credits	Module 2 - 15 credits	Module 3 - 15 credits	Module 4 - 15 credits
	Module 5 - Practice Module 3 - 30 credits		Module 6 - Practice Module 4 - 30 credits	

Module lists

Year 1 (Level 4)

	Code	Compulsory modules	Credits
1	NUR-10047	Fundamentals of Nursing Associate Practice	15
2	NUR-10048	Skills for Academic Learning and Professional Practice	15
3	NUR-10049	Medicines Management in Nursing Associate Practice	15
4	NUR-10050	Applied Biological Science	15
5	NUR-10051	Nursing Associate Clinical Practice 1	30
6	NUR-10052	Nursing Associate Clinical Practice 2	30

Year 2 (Level 5)

	Code	Compulsory modules	Credits
1	NUR-20141	Enhancing Nursing Associate Practice	15
2	NUR-20142	Health and Wellbeing in Nursing Associate Practice	15
3	NUR-20143	Safety and Quality in Nursing Associate Practice	15
4	NUR-20144	Leadership and Team working in Nursing Associate Practice	15
5	NUR-20145	Nursing Associate Clinical Practice 3	30
6	NUR-20146	Nursing Associate Clinical Practice 4	30

For further information on the content of modules currently offered, please visit:

www.keele.ac.uk/recordsandexams/az

Practice Learning

You will be supported by a supervisor in practice who will oversee and assess your practice learning. The majority of your practice learning will take place with your employing organisation, but you will be required to undertake alternative placements in two other areas so that over the duration of the course you gain practice experience in three areas, hospital, close to home, and at home, as set out in the table below:

In Hospital	Close to home	At home
<ul style="list-style-type: none"> • NHS and independent sector – adult, children’s and young people) • Paramedic services • Emergency Assessment Units (community hospital settings) • Mental health in-patient services • Learning disability inpatient services 	<ul style="list-style-type: none"> • Hospice (adult and child) • Primary Care – General practice and general practice nurses. • Respite care with nursing service • Mental health crisis house with nursing services • Mental Health community outreach teams • Re-ablement services (nursing) • School Nursing • Substance misuse services • Community learning disability services integrated teams • Child and Adolescent Mental Health Services (CAMHS) • Public Health England nursing services • (Out-patient Clinics) 	<ul style="list-style-type: none"> • Nursing homes • District and Community Nursing services • Assisted living for people with learning disabilities • Supported living services • Children’s domiciliary care services • Older Person Services (Community Mental Health Team) • Paediatric nursing services • Health visiting services • Community palliative care teams (child and adult) • Charitable end of life services e.g. Macmillan • Community mental health teams (adult and child) • Perinatal mental health teams • Early Intervention for psychosis teams • Offender health care units

Practice learning in alternative placements will consist of a minimum of 675 hours overall, which equates to 11 – 12 weeks in each of the two alternative areas of practice over the two-year programme, in short blocks of normally three to six weeks, and may include several different areas of practice to enhance experience.

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning. In Year 1 (Level 4) and Year 2 (Level 5) these learning outcomes are achieved in the compulsory modules which all students are required to take.

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to meet the requirements of the eight domains of Nursing Associate Practice set out below:</i>		
1 Professional Values and Parameters of Practice (and personal accountability)	Fundamentals of Nursing Associate Practice Skills for academic learning and professional practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Personal and Professional Development Plan Professional Discussion Reflective Portfolio 1 and 2
2 Person-centred approaches to Care	Fundamentals of Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
3 Delivering Nursing Care	Fundamentals of Nursing Associate Practice Skills for academic learning and professional practice Medicines Management in Nursing Associate Practice Applied Biological Science Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Numeracy Exam Practical Exam MCQ Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
4 Communication and interpersonal skills	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice

	Nursing Associate Clinical Practice 2	Professional Discussion
5 Team-working and leadership	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
6 Duty of Care, Candour, equality and diversity	Skills for academic learning and professional practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Personal and Professional Development Plan Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
7 Supporting learning and assessment in practice	Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Observation of Practice Professional Discussion
8 Research, development and innovation, quality and safety in practice	Skills for academic learning and professional practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Numeracy Exam Personal and Professional Development Plan Practical Exam Professional Discussion Reflective Portfolio 1 and 2

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to meet the requirements of the eight domains of Nursing Associate Practice set out below:</i>		
1 Professional Values and Parameters of Practice (and personal accountability)	Fundamentals of Nursing Associate Practice Skills for academic learning and professional practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Personal and Professional Development Plan Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
2 Person-centred approaches to care	Fundamentals of Nursing Associate Practice Medicines Management in Nursing	Communication Exercise Practical Exam Practice Assessment Document 1

	Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
3 Delivering Nursing Care	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
4 Communication and interpersonal skills	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
5 Team-working and leadership	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
6 Duty of Care, Candour, equality and diversity	Skills for academic learning and professional practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Personal and Professional Development Plan Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
7 Supporting learning and assessment in practice	Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Observation of Practice Professional Discussion
8 Research, development and innovation, quality and safety in practice	Skills for academic learning and professional practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Numeracy Exam Personal and Professional Development Plan Practical Exam Reflective Portfolio 1 and 2

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i> be caring, compassionate, honest, conscientious and committed	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
treat people with dignity, respecting an individual's diversity, beliefs, culture, needs, values, privacy and preferences	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
show respect and empathy for those with whom you work	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion Reflective Portfolio 1 and 2
have the courage to challenge areas of concern	Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Practice Assessment Document 1 and 2 Professional Discussion Reflective Portfolio 1 and 2
be adaptable, reliable and consistent, show discretion, resilience and self-awareness	Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Practice Assessment Document 1 and 2 Professional Discussion Reflective Portfolio 1 and 2
use qualities necessary for working in situations that require personal responsibility and decision-making	Fundamentals of Nursing Associate Practice Medicines Management in Nursing Associate Practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Communication Exercise Practical Exam Practice Assessment Document 1 and 2 Observation of Practice Professional Discussion

		Reflective Portfolio 1 and 2
undertake further training, develop existing skills and acquire new competencies	Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Practice Assessment Document 1 and 2
demonstrate a range of generic skills, attitudes and capabilities that will promote and sustain life-long learning	Skills for academic learning and professional practice	Personal and Professional Development Plan
use study and research skills to inform practice	Skills for academic learning and professional practice Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Numeracy Exam Personal and Professional Development Plan Reflective Portfolio 1 and 2
learn independently	Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Professional Discussion Reflective Portfolio 1 and 2
use digital literacy with confidence	Skills for academic learning and professional practice	Numeracy Exam
learn through the use of reflective practice	Nursing Associate Clinical Practice 1 Nursing Associate Clinical Practice 2	Reflective Portfolio 1 and 2

Year 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to meet the requirements of the eight domains of Nursing Associate Practice set out below:</i>		
1 Professional Values and Parameters of Practice (and personal accountability)	Enhancing Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Practice Assessment Document 3 and 4 Professional Discussion Reflective Portfolio 3 and 4
2 Person-centred approaches to Care	Enhancing Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
3 Delivering Nursing Care	Enhancing Nursing Associate Practice Health and Wellbeing in Nursing Associate Practice	Oral Exam Group Presentation

	Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
4 Communication and interpersonal skills	Enhancing Nursing Associate Practice Health and Wellbeing in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Group Presentation Practice Assessment Document 3 and 4 Professional Discussion Reflective Portfolio 3 and 4
5 Team-working and leadership	Group Presentation Leadership and Team Working in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Group Presentation Reflective Essay Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
6 Duty of Care, Candour, equality and diversity	Enhancing Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
7 Supporting learning and assessment in practice	Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Professional Discussion Reflective Portfolio 3 and 4
8 Research, development and innovation, quality and safety in practice	Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Professional Discussion Reflective Portfolio 3 and 4

Subject Specific Skills

Learning Outcome <i>Successful students will be able to meet the requirements of the eight domains of Nursing Associate Practice set out below:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
1 Professional Values and Parameters of Practice (and personal accountability)	Enhancing Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
2 Person-centred approaches to Care	Enhancing Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
3 Delivering Nursing Care	Enhancing Nursing Associate Practice Health and Wellbeing in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Group Presentation Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
4 Communication and interpersonal skills	Enhancing Nursing Associate Practice Health and Wellbeing in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Group Presentation Practice Assessment Document 3 and 4 Professional Discussion Reflective Portfolio 3 and 4
5 Team-working and leadership	Health and Wellbeing in Nursing Associate Practice Leadership and Team Working in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Group Presentation Reflective Essay Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
6 Duty of Care, Candour, equality and diversity	Enhancing Nursing Associate Practice	Oral Exam Practice Assessment Document 3

	Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
7 Supporting learning and assessment in practice	Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Professional Discussion Reflective Portfolio 3 and 4
8 Research, development and innovation, quality and safety in practice	Enhancing Nursing Associate Practice Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Professional Discussion Reflective Portfolio 3 and 4

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i> be caring, compassionate, honest, conscientious and committed	Enhancing Nursing Associate Practice Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Oral Exam Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
treat people with dignity, respecting an individual's diversity, beliefs, culture, needs, values, privacy and preferences	Enhancing Nursing Associate Practice Health and Wellbeing in Nursing Associate Practice Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice	Oral Exam Group Presentation Reflective Essay Micro-teaching resource package practical exam

	Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
show respect and empathy for those with whom you work	Health and Wellbeing in Nursing Associate Practice Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Group Presentation Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
have the courage to challenge areas of concern	Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
be adaptable, reliable and consistent, show discretion, resilience and self-awareness	Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
use qualities necessary for working in situations that require personal responsibility and decision-making	Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
undertake further training, develop existing skills and acquire new	Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3	Micro-teaching resource package practical exam

competencies	Nursing Associate Clinical Practice 4	Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
demonstrate a range of generic skills, attitudes and capabilities that will promote and sustain life-long learning	Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
use study and research skills to inform practice	Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
learn independently	Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
use digital literacy with confidence	Leadership and Team Working in Nursing Associate Practice Safety and Quality in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Reflective Essay Micro-teaching resource package practical exam Practice Assessment Document 3 and 4 Observation of Practice Professional Discussion Reflective Portfolio 3 and 4
learn through the use of reflective practice	Leadership and Team Working in Nursing Associate Practice Nursing Associate Clinical Practice 3 Nursing Associate Clinical Practice 4	Reflective Essay Observation of Practice Professional Discussion Reflective Portfolio 3 and 4

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Foundation Degree Nursing Associate	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher Achievement of this award will enable you to be eligible to register with the NMC as a Nursing Associate, and practise as a Nursing Associate.
Certificate in Higher Education in Healthcare Studies	120 credits	You will require at least 120 credits at level 4 or higher <i>NB:</i> the title of any such award will not include the title Nursing Associate. This award does not confer eligibility to apply for registration with the NMC and recipients are not entitled to practise as a Nursing Associate.

10. How is the Programme assessed?

The wide variety of assessment methods used within the Nursing Associate Foundation Degree at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within FD Nursing Associate:

- Reflective Portfolio
- Personal Development Plan
- Presentation
- Multiple Choice Question Exam
- Group Project
- Oral Exam
- Practical Exam
- Essay
- Practice Assessment
- Observations of Practice
- On-line Exam

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

During the programme you will be prepared for your End-point Assessment by undertaking formative and summative assessment each year in the form of an observation of practice and a professional discussion. The End Point Assessment is an external assessment process and will comprise of a 60 minute Observation of Practice and a 90 minute Professional Discussion. This is a requirement of your apprenticeship and will be taken after you have successfully completed your programme. For more details about this please look at the Institute for Apprenticeships (IFA) website: <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/>

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)
Scheduled learning and teaching activities	36%	34%
Guided independent Study	0%	0%
Placements	64%	66%

12. Accreditation

This programme will be accredited by the Nursing and Midwifery Council during the academic year 2018-19. This programme also needs to meet the apprenticeship standard of the Institute for Apprenticeships.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

Course Regulations

a. Course - specific regulations:

The following are deviations from University Academic regulation 1A Section 13.5A

- A student must be successful in all summative assessments
- All modules must be successfully completed

The following is a deviation from University Academic regulation 1A Section 11.5 (i)

- A student who has failed an assessment / module at two attempts with no extenuation will be invited submit evidence of extenuation for the assessment / module to a School Progress Review Panel, and, if deemed appropriate, will be awarded a further assessment attempt capped at the module mark

No compensation is permitted for modules within the Nursing Associate Foundation Degree programme (NMC QA Framework 2013 Annex 1).

b. Regulatory Matters not covered by University Academic Regulations

- The programme should be of 45 weeks duration per year with a 37.5 hour week
- As an apprenticeship a minimum 20% of the programme should be learning 'off the job'
- Practice placements should take place in three distinct areas; in hospital, close to home, at home

c. Regulations relating to Student Discipline

Fitness to Practise: Students are required to inform the School of any change in their physical or mental health status following their initial assessment as fit to practise. The School may refer any student whose fitness to practise is in doubt to the University's Occupational Health Unit for reassessment in partnership with the

organisation employing the student. Such students may also be subject to the School's Health and Conduct arrangements.

Students are required to inform the School and their organisation of any change to their status regarding criminal convictions and/or cautions following their initial enhanced disclosure by the Disclosure & Barring Service (DBS). Where there are grounds to do so, a further DBS check may be requested in partnership with the organisation sponsoring the student.

Any student who has taken a prolonged period of leave of absence or sickness may be subject to the arrangements above.

14. What are the typical admission requirements for the programme?

As an apprenticeship, and in line with HEE entry criteria by the end of the programme, Keele requires the following on entry:

- GCSE English Language and Mathematics at grades 9-4, A*-C, or equivalent Level 2 functional skills qualification.

Applicants should also have a minimum of 12 months care experience and be working in a healthcare setting for a minimum of 35 hours per week. Selection will take place through an application and shortlisting process led by the employing organisations, leading to interviews held jointly with local universities. Your employing organisation will give you this information. If successful at interview you will then apply to Keele to register as a student.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidance on this can be found here:
<http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

15. How are students supported on the programme?

Students are supported in their academic studies, in a work- based setting, and pastorally during their programme. All students have opportunity to gain feedback on work submitted which is given robust and constructive feedback to support academic development. In the work- based setting student progress is reviewed by the personal tutor.

The School of Nursing and Midwifery has been commended in NMC Monitoring Events for the excellent support it provides to its students. On the Foundation Degree Nursing Associate you can expect to be supported in the following ways:

Personal Tutor

All students registered on School programmes are allocated a Personal Tutor to provide support and advice. The Personal Tutor is normally an academic member of staff from the School of Nursing and Midwifery who is available to provide pastoral support and academic advice to their allocated students. In addition to providing support and advice, Personal Tutors review their students' progress, and meet with each student formally at least twice a year. Personal Tutors are allocated to students from the start of the programme and will normally remain their Tutor throughout their studies in the School. All Personal Tutors are accessible to students by email and personal answer phones. Students are allocated an alternative tutor, should their Personal Tutor be absent from the School for a prolonged period of time.

Support from Module Lecturers

Module Lecturers will provide support to the student regarding specific aspects of learning and teaching. Module Lecturers may offer guidance on assessment work.

Disability Liaison Officer

The School has a Disability Liaison Officer whose role is to support students with disabilities and ensure reasonable adjustments are implemented. The Disability Liaison Officer can advise you on matters relating to disability, including Dyslexia/Specific Learning Difficulties.

Wider Network of Student Support

Students have access to a wide range of support within the University via Student Services incorporating:

- Disability and Dyslexia Support
- Careers and Employability Service
- International Student Support
- Counselling and Wellbeing
- Student Financial Support
- Student Life and Learning
- Occupational Health

Keele Students' Union also offers support through their sabbatical officers and the Independent Advice Unit.

Practice Learning Support

Practice Learning will be supported by a supervisor in practice, nurses and other staff in clinical teams, a link lecturer from the School of Nursing and Midwifery and organisational apprenticeship leads. Four tri-partite meetings per year between the School, the employer and the Trainee Nursing Associate will be held to ensure progress in theory and practice is developing and is fully supported.

16. Learning Resources

The School of Nursing and Midwifery has excellent facilities and is situated at the Royal Stoke Hospital Campus Site at the University Hospitals of North Midlands NHS Trust (UHNM) and provides a purpose-built learning environment. The teaching accommodation includes a lecture theatre, various size classrooms, seminar rooms, tutorial rooms and a clinical skills suite. The school has purchased a range of electronic packages and licences to aid dynamic, flexible individualised learning including an e-portfolio and a drug calculation software package. Teaching will also occasionally occur at the main university campus which offers the full range of teaching accommodation including lecture theatres, seminar rooms and classrooms of various sizes.

In addition to the University Learning Resource Centre and Library facilities on main campus, the School provides excellent facilities with a 75-seated computer suite and multidisciplinary health library. This provides an extensive range of books, journals and electronic resources <http://www.keele.ac.uk/healthlibrary/>. Information skills training and academic writing skills sessions are available from library staff. The Library and IT Suite have extended opening hours. The Keele virtual learning environment (KLE) will be utilised via Blackboard as a resource to support and complement the learning and teaching approach of the curriculum.

17. Other learning opportunities

Not applicable to this programme.

18. Additional costs

Travel costs incurred travelling to an alternative placement will be subject to agreement by your employing organisation.

Cost of parking for University days and for alternative placements will normally need to be met by the Trainee Nursing Associate. Permits may be available to be purchased if required.

Occupational Health Services will normally be provided by your employer.

DBS requirements will normally be met by your employer.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in the Nursing Associate programme are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Nursing and Midwifery is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Nursing Associate Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Nursing Associate module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Nursing Associate Programme from surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in both years of the Nursing Associate Programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The FD Nursing Associate Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
<http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: the award is located at level 5 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the Foundation Degree Characteristics Statement (QAA 2015) and Foundation Degree Characteristics Statement (QAA 2015)
- c. Nursing Associate Curriculum Framework (HEE 2017)
- d. Draft Working Standards of Proficiency for Nursing Associates (NMC 2018)
- e. Apprentice Standard for Nursing Associates (IFA 2018)
<https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/>

f. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): August 2018

Revision history

Version number ¹	Author	Date	Summary of and rationale for changes

¹ 1.1, 1.2 etc. are used for minor changes and 2.0, 3.0 etc. for major changes (as defined in the University's Guidance on processes supporting curriculum changes)