

## Programme Specification: Undergraduate

### For students starting in Academic Year 2020/21

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	Foundation Degree (FDS) Nursing Associate
<b>Award type</b>	Single Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 5
<b>Normal length of the programme</b>	2 years Nursing and Midwifery Council (2018) stipulate that the programme can be no less than 2 years and must equate to 2,300 hours.
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Hospital - Nursing & Midwifery Keele Campus
<b>Accreditation (if applicable)</b>	Nursing and Midwifery Council (NMC)
<b>Regulator</b>	Office for Students (OfS); Institute for Apprenticeships, Nursing and Midwifery Council (NMC)
<b>Tuition Fees</b>	<p><b>UK/EU students:</b></p> <p>Fee for 2020/21: The employer pays all course fees and no fees are charged to apprentice students.</p> <p>Programme price 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 price 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. <a href="https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017">https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017</a></p> <p>A full breakdown of costs is set out in the commitment statement.</p>

**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 Health Education England (HEE) 'Shape of Caring' Report (HEE 2015) and the recommendations to strengthen the nursing profession and care provision, Leading Change, adding Value (NHS England (NHSE) 2016) and the NHS Long Term Plan (NHS 2019).

The new role is 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. FDSci NA students who successfully achieve the programme requirements are eligible to apply for registration with the Nursing and Midwifery Council (NMC) within 5 years of programme completion.

As a key University partner to University Hospitals of North Midlands NHS Trust, North Staffordshire 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 trainee nursing associate students supported by their employer to study for registration as a Nursing Associate through an apprenticeship route. Evaluation from the existing pilot sites has been very positive, with trainee nursing associates, who were existing care assistants from surrounding health organisations, performing well academically, making a positive contribution to practice, and with very low attrition.

The Nursing & Midwifery Council provide an education framework for a two-year Foundation Degree for Nursing Associates setting out the knowledge, skills and behaviours to be achieved (NMC, 2018). The Apprenticeship Standards from Skills for Health (Department of Education) determine the Apprenticeship End point Assessment (EPA) [EPA April 2019 ST0827/APO2](#) which is an apprenticeship requirement and the FDSci NA student will need to take this separate assessment after successful completion of the Foundation Degree at Keele.

This two-year programme has been designed to meet the NMC Nursing Associates proficiencies (2018) and enable the FDSci NA student to acquire the knowledge, skills, and behaviours required to successfully qualify as a Nursing Associate.

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

During the programme FDSci NA students will undertake the equivalent of two day per week of study, and one day per week as protected learning time and a minimum of 460 hours in a range of practice settings in clinical placement. This will include the base area and other settings which give the trainee 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.

The programme will include both theory and practice modules to support your learning, and this will be monitored by four tripartite meetings per year where an academic representative, 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 fixed annual leave, as per the programme plan. You will not normally be able to take annual leave, which will affect your attendance during theoretical aspects of the programme. Trainee Nursing Associates will normally have access to some elements provided for other Keele programmes such as visits to the Anatomy Suite and Crime house.

The curriculum model is based on the NMC (2018) nursing associate standards of proficiency platforms and aims to develop a learner who is empowered in taking forward their new role through practice learning experiences and underpinning knowledge. Professionalism and communication skills are also key aspects of the role, which will support nurses, and others to deliver a high standard of care commensurate with the expectations of Keele University (see curriculum model).

[Curriculum Model \(click link to view\)](#)

### 4. Aims of the programme

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

- to meet the NMC Standards of proficiency for Nursing Associates (2018)
- 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 Standards of Proficiency for Nursing Associates
- apply for registration with the Nursing and Midwifery Council as a registered Nursing Associate
- prepare for the End-point Assessment required to complete the Apprenticeship Standard (FDSci Apprentice students only).
- develop knowledge and critical understanding of the established principles in your field of study, and understanding of the limits of your 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

### Keele University Learning and Teaching Strategy

The Keele Learning and Teaching Strategy (2015-2020) not only promotes the development of the graduate attributes, but acknowledges the diversity of courses at Keele, including professional courses, such as nursing, which requires the alignment of theoretical learning, practice learning, evidence-based practice and research. Keele's professional student services empower students to have the skills and confidence to make the most of their potential at Keele and beyond. The School is committed to developing a vibrant and supportive environment for you as an FDSci NA student, which facilitates development of confidence and competence in academic studies and clinical practice performance.

Nursing at Keele already offers pathways in all four fields of nursing; Adult, Mental Health, Learning Disabilities and Children's Nursing, delivering high-quality educational programmes which are evidenced by a range of quality-monitoring processes:

- 1st in UK for Student Satisfaction: National Student Survey 2018
- 6th In UK in 2020 in Guardian league tables in Nursing and Midwifery Schools in UK
- 8th In the UK the Complete University guide 2019
- Keele University awarded Gold in the Teaching and Excellence Framework

In addition, the National Student Survey (NSS) results consistently rate student satisfaction highly. The school has excellent relationships with a range of NHS and non-NHS organisations that provide clinical placements that support students in achieving an excellent standard of practice. Nursing Associate trainees will join the Nursing students at Keele as being fundamental to the wider Faculty of Medicine and Health Sciences which includes the Schools of Medicine, Pharmacy and Allied Health Professions which enables facilitation of meaningful inter-professional working and learning.

Preparation for nursing practice encompasses learning in the spheres of knowledge, skills, attitudes and behaviours. Content is driven by the NMC Standards framework for nursing and midwifery education and QAA Academic and Practitioner Standards for nursing (NMC 2018, QAA 2010). The programme builds in terms of academic level, professional responsibility and technical complexity throughout the programme with key themes threaded throughout.

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 (based on the six NMC Platforms and Annexes, NMC, 2018)

Successful students will be able to demonstrate knowledge and understanding to meet all outcome statements provided in the NMC Standards of Proficiency Platforms and Annexes (NMC, 2018) in conjunction with the eight domains of Nursing Associate Practice (HEE 2017) and the Apprenticeship Standard:

#### Platform 1 Being an accountable professional

- Nursing associates act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate, they act professionally at all times and use their knowledge and experience to make evidence based decisions and solve problems. They recognise and work within limits of their competence and are responsible for their actions.

#### Platform 2 Promoting health and preventing ill health

- Nursing associates play a role in supporting people to improve and maintain their mental, physical, behavioural health and well-being. They are actively involved in the prevention of and protection of disease and ill health, and engage in public health, community development and in the reduction of health inequalities.

#### Platform 3 Provide and monitor care

- Nursing associates provide compassionate, safe and effective care and support to people in a range of care settings. They monitor the condition and health needs of people within their care on a continual basis in partnership with people, families and carers. they contribute to ongoing assessment and can recognise when it is necessary to refer to others to reassessment

#### Platform 4 Working in teams

- Nursing associates play an active role as members of interdisciplinary teams, collaborating and communicating effectively with nurses, a range of other health and care professionals and lay carers.

#### **Platform 5 Improving safety and quality of care**

- Nursing associates improve the quality of care by contributing to the continuous monitoring of people's experience of care. They identify risks to safety or experience and take appropriate action, putting the best interests, needs and preferences of people first.

#### **Platform 6 Contributing to integrated care**

- Nursing associates contribute to the provision of care for people, including those with complex needs. They understand the roles of a range of professionals and carers from other organisations and settings who may be participating in the care of a person and their family, and their responsibilities in relation to communication and collaboration.

### **Subject specific skills**

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

#### **Annexe A Communication and relationship management skills**

- The ability to communicate effectively, with sensitivity and compassion, and to manage relationships with people is central to the provision of high quality person-centred care.
- The NMC skills annexe provides a set of competencies, which must be demonstrated in practice settings across a range of settings and adapted to meet the needs of people across their lifespan.
- Nursing associates will be able to demonstrate a diverse range of communication skills and strategies to ensure that individuals, their families and carers are supported to be actively involved in their own care wherever appropriate, and that they are kept informed and well prepared.
- Cultural awareness will be demonstrated when caring for people and to ensure that the needs, priorities, expertise and preferences of people are always valued and taken into account.
- The nursing associate will be able to make reasonable adjustments with people with special communication needs or those with a disability. They will be able to share and provide information in a way that promotes good health and health outcomes and does not prevent people from having equal access to the highest quality of care.
- The nursing associate will be able to demonstrate those communication skills identified by the NMC Standards of Proficiency Skills Annexe A (<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-proficiency-standards.pdf>)

#### **Annexe B Procedures to be undertaken by the nursing associate**

- Nursing associates will be able to demonstrate an awareness of how requirements for procedures may vary across different health and care settings.
- As the nursing associate role is generic, trainee nursing associates will be able to demonstrate the ability to carry out procedures in an appropriate context, and there is no expectation that this must be demonstrated in every health and care setting.
- Simulation will be used to learn and demonstrate competence in skills (67 hours across the clinical practice modules and up to 200 hours for practice learning).
- Nursing associates will demonstrate the application of an evidence base to all procedures.
- they will carry out the procedures safely, effectively, with sensitivity and compassion in the provision of patient-centred care.
- They will demonstrate an awareness of variations required for different practice settings and for people across the lifespan. They will be carried out in a way that reflects cultural awareness and ensures that the needs, priorities, expertise and preferences of people are always valued and taken into account.
- The nursing associate will be able to demonstrate those procedures identified by the NMC Standards of Proficiency Skills Annexe B (<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-proficiency-standards.pdf>)

### **Key or transferable skills (including employability skills)**

Successful nursing associates 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 in the 1960s (Bruner 1960). In the field of education, the term 'scaffolding' refers to a process in which teacher's 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
- *Simulation* - the clinical skills environment and other specific areas that include but not exclusive to, the crime scene house, will enable you to improve confidence in a safe environment to perform a range of activities using high to low fidelity simulation. With the benefits of increasing patient safety reducing errors and increase student confidence and learning experience.
- *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. the clinical skills environment and other specific areas
- *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* - you will undertake practice learning in a range of settings, across the lifespan and the fields of nursing
- *Reflective learning* - you will reflect on their practice through compilation of a portfolio
- *Practice learning* - using a range of clinical and simulated environments you will practice nursing associate skills across a range of placement area and fields, 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. This is a significant part of the programme.

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

## 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. 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 2,300 hours devoted to structured learning activities, equally divided between theory and practice.

This programme adheres to the programme hours related to the NMC's option B (NMC, 2018) work based learning route, where the learner is:

- released for at least 20% of the programme for academic study
- released for at least 20% of the programme for protected in external placements enabling them to develop the breadth of experience for a generic role
- protected learning time must be assured for the remainder of the programme hours

The remainder of the week allows FDSci NA to work in an employed setting.

<p><b>NMC Option B</b></p> <p>Total hours for NMC approved programmes for FDSci NA</p> <p><b>Theoretical hours NMC Standard 3.5.2.1</b></p> <p><b>University hours:</b> 15hrs per week x45 = 675 per year = <b>1,350</b> hours in total in university (excess hours of 200 gifted to practice)</p> <p><b>Practice Hours Standard 3.5.2.2</b></p> <p>Protected learning time 7.5hrs per week 35 weeks year 1= 262.5, year 2 7.5x 34 = 255hrs (on base placement)</p> <p>Alternative placement 460hrs over 90 weeks (divided into 10 and 11 week placement) 262.5+255+460= <b>977.5</b> in practice</p> <p>Shortfall of Practice hours= 1150 - 977.5 =<b>172.5</b> (23 days to be divided over the 2nd university day over the 2 years)</p> <p>977.5 + 200 = 1,177.5 hours</p> <p><b>N.B</b> The excess university hours (200) will be used as practice related learning including simulation to achieve the 1,150 practice hours</p>
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You will spend two days per week over two years at the School of Nursing and Midwifery, Keele University, normally based at the Clinical Education Centre. The remainder of time will be spent in practice learning including some protected learning time. For apprentices, this process enables you to continue to be employed as well as studying for your foundation degree. Your seven weeks annual leave will be fixed in line with the FDSci NA placement plan.

Alternative placements are blocks of practice away from your employed (base) area, which may be between one, and six weeks long (examples indicated on page 10). Students are not expected to have placements in each field of nursing, but should through their education programme benefit from experience with adult, children, and patients / service users with mental health conditions and

learning disabilities (NMC, 2018).

The programme will comprise of:

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

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 based on 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 - Fundamentals of NA Practice - 15 credits	Module 2 Skills for Academic Learning & Professional Practice - 15 credits	Module 3 - medicine Management in NA practice - 15 credits	Module 4 - Applied Biological Science - 15 credits
	Module 5 - NA Clinical Practice 1 - 30 credits		Module 6 - NA Clinical Practice 2 - 30 credits	
Year 2 120 credits	Module 7 - Enhancing NA practice - 15 credits	Module 8 - Health & Wellbeing in NA Practice - 15 credits	Module 9 - Safety & Quality in NA Practice - 15 credits	Module 10 - Leadership & Team Working In NA Practice - 15 credits
	Module 11 - NA Clinical Practice 3 - 30 credits		Module 12 - NA Clinical Practice Module - 30 credits	

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	120	0	0	0	0
Level 5	120	0	0	0	0

## Module Lists

### Level 4

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

### Level 5

Compulsory modules	Module Code	Credits	Period
Enhancing Nursing Associate Practice	NUR-20141	15	Trimester 1-2
Health and Wellbeing in Nursing Associate Practice	NUR-20142	15	Trimester 1-3
Nursing Associate Clinical Practice 3	NUR-20145	30	Trimester 1-3
Safety and Quality in Nursing Associate Practice	NUR-20143	15	Trimester 2-3
Leadership and Team Working in Nursing Associate Practice	NUR-20144	15	Year
Nursing Associate Clinical Practice 4	NUR-20146	30	Year

### Practice Learning

You will be supported by a supervisor/assessor in practice who will oversee and assess your practice learning. The majority of your practice learning will take place in your employing organisation. You will be required to undertake alternative placements in at least 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.

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

Practice learning in alternative placements will enable FDSci NA students to gain experience in caring for people across the lifespan. These placements will consist of a minimum of 460 hours overall, in short blocks of normally one to six weeks, and may include several different fields of nursing practice, to enhance experience.

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

#### **Level 4**

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.

*Successful students will be able to meet the requirements of the six NMC Proficiencies of Nursing Associate Practice set out below.*

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
1 Being an Accountable Professional	Nursing Associate Clinical Practice 2 - NUR-10052 Fundamentals of Nursing Associate Practice - NUR-10047 Skills for Academic Learning and Professional Practice - NUR-10048 Nursing Associate Clinical Practice 1 - NUR-10051
2 Promoting health and preventing ill health	Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Applied Biological Science - NUR-10050
3 Provide and monitor care	Skills for Academic Learning and Professional Practice - NUR-10048 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Medicines Management in Nursing Associate Practice - NUR-10049 Fundamentals of Nursing Associate Practice - NUR-10047 Applied Biological Science - NUR-10050
4 Working in teams	Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Medicines Management in Nursing Associate Practice - NUR-10049
5 Improving safety and quality of care	Nursing Associate Clinical Practice 2 - NUR-10052 Medicines Management in Nursing Associate Practice - NUR-10049 Nursing Associate Clinical Practice 1 - NUR-10051
6 Contributing to integrated Care	Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051
Annexe A Communication & relationship management skills	Nursing Associate Clinical Practice 1 - NUR-10051 Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 2 - NUR-10052
Annexe B procedures to be undertaken by the nursing associate	Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Medicines Management in Nursing Associate Practice - NUR-10049 Skills for Academic Learning and Professional Practice - NUR-10048

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
1 Being an Accountable Professional	Fundamentals of Nursing Associate Practice - NUR-10047 Skills for Academic Learning and Professional Practice - NUR-10048 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051
2 Promoting health and preventing ill health	Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052 Applied Biological Science - NUR-10050
3 Provide and monitor care	Fundamentals of Nursing Associate Practice - NUR-10047 Medicines Management in Nursing Associate Practice - NUR-10049 Applied Biological Science - NUR-10050 Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052 Skills for Academic Learning and Professional Practice - NUR-10048
4 Working in teams	Medicines Management in Nursing Associate Practice - NUR-10049 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Fundamentals of Nursing Associate Practice - NUR-10047
5 Improving safety and quality of care	Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052 Medicines Management in Nursing Associate Practice - NUR-10049
6 Contributing to integrated Care	Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051
Annexe A Communication & relationship management skills	Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052 Fundamentals of Nursing Associate Practice - NUR-10047
Annexe B procedures to be undertaken by the nursing associate	Nursing Associate Clinical Practice 1 - NUR-10051 Medicines Management in Nursing Associate Practice - NUR-10049 Nursing Associate Clinical Practice 2 - NUR-10052 Skills for Academic Learning and Professional Practice - NUR-10048

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
an open and questioning approach to idea, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Nursing Associate Clinical Practice 2 - NUR-10052 Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 1 - NUR-10051
an appreciation of the development and value of your chosen subjects of study, an awareness of their contexts, the links between them, and awareness of the provision and dynamic nature of knowledge	Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Fundamentals of Nursing Associate Practice - NUR-10047
information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Nursing Associate Clinical Practice 1 - NUR-10051 Skills for Academic Learning and Professional Practice - NUR-10048 Medicines Management in Nursing Associate Practice - NUR-10049 Nursing Associate Clinical Practice 2 - NUR-10052
the ability to creatively solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issues at hand	Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052
an appreciation of the social, environmental and global implications of your studies and other activities, including recognition of any ethical issues	Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Fundamentals of Nursing Associate Practice - NUR-10047
the ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Nursing Associate Clinical Practice 1 - NUR-10051 Fundamentals of Nursing Associate Practice - NUR-10047 Medicines Management in Nursing Associate Practice - NUR-10049 Nursing Associate Clinical Practice 2 - NUR-10052
the knowledge, skills, and self-confidence and self-awareness actively to pursue your future goals	Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051
the ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you work	Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052
a professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Skills for Academic Learning and Professional Practice - NUR-10048 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051
the flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051

## **Level 5**

*Successful students will be able to meet the requirements of the eight domains of Nursing Associate Practice set out below.*

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
1 Being an Accountable Professional	Nursing Associate Clinical Practice 3 - NUR-20145 Enhancing Nursing Associate Practice - NUR-20141 Nursing Associate Clinical Practice 4 - NUR-20146
2 Promoting health and preventing ill health	Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145 Health and Wellbeing in Nursing Associate Practice - NUR-20142
3 Provide and monitor care	Enhancing Nursing Associate Practice - NUR-20141 Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Health and Wellbeing in Nursing Associate Practice - NUR-20142
4 Working in teams	Safety and Quality in Nursing Associate Practice - NUR-20143 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Enhancing Nursing Associate Practice - NUR-20141
5 Improving safety and quality of care	Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145 Leadership and Team Working in Nursing Associate Practice - NUR-20144
6 Contributing to integrated Care	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Safety and Quality in Nursing Associate Practice - NUR-20143 Enhancing Nursing Associate Practice - NUR-20141
Annexe A Communication & relationship management skills	Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145
Annexe B procedures to be undertaken by the nursing associate	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Enhancing Nursing Associate Practice - NUR-20141

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
1 Being an Accountable Professional	Nursing Associate Clinical Practice 4 - NUR-20146 Enhancing Nursing Associate Practice - NUR-20141 Nursing Associate Clinical Practice 3 - NUR-20145
2 Promoting health and preventing ill health	Nursing Associate Clinical Practice 4 - NUR-20146 Health and Wellbeing in Nursing Associate Practice - NUR-20142 Nursing Associate Clinical Practice 3 - NUR-20145
3 Provide and monitor care	Leadership and Team Working in Nursing Associate Practice - NUR-20144 Nursing Associate Clinical Practice 3 - NUR-20145 Enhancing Nursing Associate Practice - NUR-20141 Nursing Associate Clinical Practice 4 - NUR-20146 Health and Wellbeing in Nursing Associate Practice - NUR-20142
4 Working in teams	Enhancing Nursing Associate Practice - NUR-20141 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Safety and Quality in Nursing Associate Practice - NUR-20143
5 Improving safety and quality of care	Safety and Quality in Nursing Associate Practice - NUR-20143 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145
6 Contributing to integrated Care	Nursing Associate Clinical Practice 4 - NUR-20146 Enhancing Nursing Associate Practice - NUR-20141 Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 3 - NUR-20145
Annexe A Communication & relationship management skills	Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146
Annexe B procedures to be undertaken by the nursing associate	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Enhancing Nursing Associate Practice - NUR-20141

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
an open and questioning approach to idea, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144
an appreciation of the development and value of your chosen subjects of study, an awareness of their contexts, the links between them, and awareness of the provision and dynamic nature of knowledge	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146
information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145 Leadership and Team Working in Nursing Associate Practice - NUR-20144
the ability to creatively solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issues at hand	Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145 Safety and Quality in Nursing Associate Practice - NUR-20143 Leadership and Team Working in Nursing Associate Practice - NUR-20144
an appreciation of the social, environmental and global implications of your studies and other activities, including recognition of any ethical issues	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Enhancing Nursing Associate Practice - NUR-20141
the ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	Leadership and Team Working in Nursing Associate Practice - NUR-20144 Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145
the knowledge, skills, and self-confidence and self-awareness actively to pursue your future goals	Safety and Quality in Nursing Associate Practice - NUR-20143 Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144
the ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which you work	Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145
a professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	Safety and Quality in Nursing Associate Practice - NUR-20143 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146

## 9. Final and intermediate awards

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

<b>Foundation Degree Nursing Associate</b>	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.
<b>Certificate in Higher Education in Healthcare Studies</b>	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 on this programme 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 assessment strategy reflects the aims and philosophy of the programme whereby student nurses engage in educational activities that integrate the theory and practice of contemporary nursing and enable them to acquire the knowledge, skills, attitudes and behaviours for professional competence. A range of assessments reflects the requirements of professional, regulatory and statutory bodies (NMC 2018; QAA 2018) and University Regulations, and is informed by service-users, clinical colleagues, students and the course development team.

The following list is representative of the variety of assessment methods used on your programme:

- Reflective Analysis
- Personal Development Plan
- Presentation
- Multiple Choice Question Exam
- Group Project
- Oral Exam
- Practical Exam
- Essay
- Practice Assessment
- On-line Exam
- Numeracy 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 undertake summative assessment each year in the form of a professional discussion. In particular, this will help to prepare apprentice FDSci NA students towards the End Point Assessment (EPA). The EPA is an external assessment process and will comprise of a Professional Discussion. This is a requirement of for the FDSci NA 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/>

### Progression

To indicate student progression an Ongoing Record of Achievement will be completed as part of the practice documentation. At the end of each year, there will be a progression point that students move through to enter their next level of academic study. Progression will also be reviewed at each tripartite interview, which are typically four times a year for all students on the FDSci NA programme

## 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.

For the Nursing Associate programme it has been calculated on the basis of a typical trainee working 37.5 hours per week across 45 weeks per year.

As required by the Nursing Associate apprenticeship standard, a total of approximately 2,300 hours is devoted to structured learning activities across the two years of the programme. This comprises the following:

- Practice learning will consist of a minimum of 1,177.5 hours overall
- Theory / guided study (learning off the job) totals 1,150 hours overall

## 12. Accreditation

This programme is accredited by the Nursing and Midwifery Council (NMC). This programme also meets the apprenticeship standard of the Institute for Apprenticeships.

**Module Selection:** Students should note that to be awarded registration with the Nursing and Midwifery Council they must pass all of the assessments within all of their modules and achieve a minimum standard of a pass grade or 40%. All modules are compulsory and are to be undertaken in sequence. Progression to the 2nd year of the programme is dependent on successful completion of the previous module and achievement of the progression point.

**Regulations:** Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by.

## 13. University 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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 14. What are the typical admission requirements for the Programme?

Keele requires the following on entry, the apprenticeship standard states that these entry criteria can be achieved by the end of the programme:

- GCSE English Language and Mathematics at grades 9-4, A\*-C, or equivalent Level 2 functional skills qualification.
- All candidates for FDS NA programmes are required to meet or exceed NMC requirements for digital literacy skills (via engaging with the website, completing an online application and DBS system).

Apprentice applicants should also have a minimum of 3 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. Direct applicants will apply directly to Keele University.

Applicants will have demonstrated satisfactory occupational health clearance, good character through reference(s), and a satisfactory enhanced Disclosure and Barring Service as part of the application process (for apprentice applicants, this is the responsibility of the employer). These may be required to be checked by the University's Occupational Health Unit and, if required, the School's Health and Conduct Committee. Following this, values based interviews will be held jointly with employers/practice partners, service user, carers, and Keele university academic staff.

If successful at interview, you will then apply to Keele to register as an FDS NA student.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the nominated person. The University's guidance on this can be found here: [www.keele.ac.uk/ga/accreditationofpriorlearning/](http://www.keele.ac.uk/ga/accreditationofpriorlearning/)

Recognition of prior learning that is mapped to the standards of proficiency for the nursing associate programme and programme outcomes is accepted

### Transfer between institutions

Students transferring between institutions will have their previous learning mapped against the new course. Additional learning opportunities will be provided to bridge any gaps in learning. This will enable students to meet all the necessary standards and requirements by the end of the course.

## 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. An initial needs assessment is undertaken as part of the requirements for apprenticeship students. During induction, all FDS NA students have the opportunity to engage with the English language assessment and further support can be given by Keele's English language support

unit. 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 continually, and learning progression plans are developed to enable students to set goals for improvement of clinical performance.

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 programme, 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 four times 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 phone. Students are allocated an alternative tutor, should their Personal Tutor be absent from the School for a prolonged period of time.

Guidance Notes for Personal Tutors (Pre-registration Nursing) have been developed to assist new colleagues and to ensure a reasonable degree of consistency amongst all those undertaking the role. This guidance has been developed taking account of the relevant programme and the Guidelines and Code of Practice for Personal Tutoring University's website:

<https://www.keele.ac.uk/personaltutoring/>

### **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 but will not suggest likely grades.

### **Support from Academic Assessors**

Each part of the programme has a named academic assessor who supports a clinical area and provide advice, support and guidance to both students and Supervisors/ practice assessors in relation to learning and assessment during their placements. The Academic assessor will be involved in the assessment of practice process. Details of the academic assessors are made available to students.

### **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
- Apprenticeship team

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

### **Practice Learning Support (Supervisors and Assessors)**

To support students in achieving their learning needs during placements, they will meet with their named supervisor/s early in the placement using their practice documentation for an initial interview during which they will be inducted to the base/ placement environment, discuss the learning opportunities available and how these may be facilitated, and to identify and record in their practice documentation any areas for development that have been previously identified. To assist with their progression, students will use their practice documentation, ongoing achievement record and evidence from their portfolio to discuss with their Supervisor/assessor their reflections and achievements from the base and alternative placements along with areas of their practice that have been identified as requiring further development.

The four tripartite meetings per year between the School, supervisor/ assessor and the Trainee Nursing Associate will take place to review progress and identify objectives for progression in theory and practice.

## **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-PAD, 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 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

### Practice Learning

Practice Learning will be organised on a base and alternative placement model. A student's base will be their employed area/placement and a range of settings relating to the base and to people's healthcare journeys will be arranged. This is in addition to the two alternative placements so that students experience care across the lifespan, fulfilling the generic requirements of the programme.

### Practice Quality Monitoring

An audit process is in place to ensure the maintenance of educational standards in practice as part of our practice placement quality systems. The Practice Placement Quality Lead Lecturer and Clinical Placement Facilitators' meetings oversee implementation of the NMC standards for student supervision and assessment in practice (NMC 2018) in partnership.

You will be supported in practice by a named supervisor in line with Standards to Support Learning and Assessment in Practice (NMC 2018), and you will be assessed by a named Practice Assessor and Academic Assessor.

There are sufficient supervisors to support the number of students on Nursing Associate programmes, and a rolling programme of supervisor / assessor education and updates ensures that there will also be sufficient supervisors to meet future student FDSci NA numbers and meet NMC quality standards. Preparation of supervisors for the curriculum is ongoing. General information about the structure and content of the FDSci Nursing Associate programme has already been incorporated into existing mentor and supervisor updates (Standard 4 NMC 2010). Moderation of practice assessment documents is undertaken on a regular basis to ensure compliance with NMC standards and University Regulations. External Examiners regularly visit placement areas as part of their external moderation responsibility.

Apprenticeship programmes are also overseen by OFSTED, who may visit placement areas to review the quality of the education learning experience for FDSci NA students.

Working in partnership with placement providers, supervisor / assessor learning in Practice update registers are sent to enable providers to maintain their prepared supervisor and assessor databases. At the present time, the majority of Health Organisations maintain these on Excel spreadsheets. Managers use the organisation appraisal system as part of their contractual obligation to ensure their supervisors receive ongoing support to continue in their role as a supervisor or assessor. The University's strategic plan is to develop an electronic system for overseeing preparation and ongoing support information.

### Internationalisation

There are considerable opportunities and challenges posed by the increasing globalisation and information base of the world economy and political agendas. Keele has developed a framework, which is regularly updated, within which it endeavours to strategically address the international and globalisation requirements through the delivery of key strategic objectives.

The International Strategy had six priority objectives:

- Identify Keele's place and strengths in the global knowledge economy, in both research and learning
- Identify and develop strategic institutional collaborations: focused, multi-functional, and appropriately funded
- Develop global dimensions to the curriculum
- Develop a modern languages strategy
- Review and continually update our international recruitment strategy
- Internationalise the student [and staff] experience

To help support these objectives, the University International Director provides an internal structure to enable key individuals responsible for internationalisation to have a link person within each School to share best practice, provide information on international opportunities, raise awareness of current and planned activities and ensure that a consistent international approach is adopted across Schools.

The School of Nursing and Midwifery has been proactive in developing the international perspective and has a growing focus with well-established partnerships with a number of institutions as outlined in Table 1 (see school website for more information <http://www.keele.ac.uk/nursingandmidwifery/international/>). Students on the FDSci NA programme will explore global health issues, international health targets and international health care policies within the curriculum using a variety of learning and teaching

methods.

Within the School of Nursing and Midwifery, many students have experienced short and long placements in a variety of countries (some with Erasmus funding). The School also welcomes a number of students from other countries to spend a period of study here, which has evaluated extremely positively and benefits the student group as a whole. An annual event is scheduled where health care students within the Faculty reflect on their international experiences as part of the "Keele International Festival".

## 18. Additional Costs

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

Cost of parking for University days and for alternative placements will normally need to be met by the Trainee Nursing Associate(TNA). Permits may be available to be purchased if required. Car sharing is advised where possible for environmental reasons.

Your employer will normally provide occupational Health Services.

Clearance for an enhanced DBS check is mandatory. Employers for FDS Sc NA apprentice students will normally meet DBS requirements.

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

Uniform, smart, presentation is an important aspect of being a student on the FDS Sc NA programme; it is as a professional requirement of representing nursing and being a Keele FDS Sc NA nurse. Employer will cover the cost of uniform for apprenticeship FDS Sc NA students. You will need to provide your own appropriate footwear for placements as per the School Uniform Policy, and it is recommended that you purchase a fob watch. You are advised to review and ensure that you can adhere to the school uniforms policy. Any replacement uniform costs will need to be paid for by your employer and could be in the region of £60-80.

We do not anticipate any further costs for this foundation degree programme. The table below provides a summary of the costs.

Activity	Estimated cost: Apprenticeship Student
Travel - as outlined above	£ dependent on your employing organisation
Additional Uniform if required	£60 - 80 paid by your employing organisation
Employee ID Card	£ paid by your employing organisation
DBS Service	£ paid by your employing organisation
OH Clearance - as outlined above	£ paid for by your employing organisation

## 19. Quality management and enhancement

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

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- 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 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 annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular 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 all three years of the 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/>

## **Programme Management**

The Programme is led by an Award Lead with responsibility for providing academic and managerial leadership for the programme and assuring compliance with NMC standards.

Operational decisions about programme delivery and organisation will be undertaken by Module Teams, consisting of lecturers involved in delivery of programme content, support and assessment of students and review of student, external examiner and lecturer feedback and evaluation.

The Programme is managed by an **Award Management Committee (AMC)** which meets three times per year. Membership consists of the Award Lead, School Examinations and Assessments Lead, Module Leads and Module teams, student voice representatives, managers representing partner Trusts, supervisors, Clinical Placement Facilitators and other individuals co-opted for attendance as required. Portions of the meeting may be closed to student representation.

The AMC has responsibility to monitor, coordinate course content based on best evidence according to local and national need, monitor and coordinate course delivery and curriculum compliance, monitor the consistency, equity and effectiveness of assessment processes. They receive and discuss examination questions/assessments prior to approval by external examiners on an annual basis (March meeting), receive and discuss course plans on an annual basis (March meeting), monitor and develop the effectiveness of clinical placement provision, monitor and act on student issues, monitor student recruitment and retention.

An **Annual Programme Review** is conducted each year to facilitate the opportunity for a representative sample of senior staff from providers of NHS commissioned services and university staff to mutually take stock, review and agree action required to ensure that course content and delivery is suitable for ensuring a workforce that is fit for purpose. The review will take account of relevant regulatory and professional requirements, national/contemporary issues and developments in health and social care alongside local service delivery needs. The meeting will review feedback and evaluation, receive an overview of current of programme content, identifying areas of best practice and those requiring enhancement, receive an overview of anticipated national and local service delivery developments and needs and determine areas of course content and delivery that require revision and agree plan of action to facilitate these changes.

Quality monitoring and enhancement is led by the School's Quality Lead, Marketing, and Admissions, and encompasses both internal and external quality developments and reviews.

### **External Quality Review /NMC Reviews:**

The School has reviewed positive outcomes following NMC quality monitoring processes (Full reports available on the NMC website).

Self-assessment and the Annual Monitoring Reports are submitted to the NMC on annual basis.

OFSTED monitors apprenticeship programmes

### **Internal Quality Management Process**

Internal Quality is managed by the School's Quality Management Team, which meets monthly to review the School's Quality processes. The Quality Management System comprises both process flowcharts and associated forms and enables the School to manage and enhance internal quality of processes.

### **Mechanisms for review and evaluation of teaching, learning and assessment**

In respect of its Nursing Associate programme, the School has in place robust, rigorous and responsive review and evaluation processes that take account of the views of students, clinicians, teaching staff, stakeholders, External Examiners and regulatory bodies. These processes include:

#### **Students' evaluation of individual modules and their respective clinical placements:**

- Compilation of module report by module leader
- Report of actions from module evaluation reports presented at School Education Committee
- Students' individual and anonymous evaluations of clinical placements for each module
- Collation of placement evaluations by Practice Placement Quality Lead
- Clinical colleagues receive placement evaluations via school processes and Clinical Placement Facilitators
- Actions taken as a result of module and placements presented at Student Staff Voice Committee
- Meetings with Personal Tutors and academic assessors and collation of tripartite interviews summaries

#### **Quality management of assessments:**

- Management of assessments is overseen by the School Examination and Assessments Lead
- Assessment titles align with module aims and learning outcomes
- Titles and markers' guides are scrutinised by the relevant External Examiner prior to use
- Submitted work is marked and moderated by academic staff, and scrutinised and approved by the External Examiner

- Written assessments are anonymous to the marker unless otherwise specified in the Module Proforma. The practice of the School's Awards Board in respect of double marking is that written summative assessments are marked in batches by a team of markers and a sample of papers subsequently reviewed and moderated by a different member of academic staff. Where this is not possible (e.g. for oral presentations), work is marked and moderated either by two lecturers present at the assessment, or by reviewing filmed footage of the assessment
- Assessment of students' practice is subject to quality procedures outlined in the School's Practice Placement Quality System
- Practice Assessment Documents are moderated and external examiners are invited to attend Moderation of Practice meetings
- Student practice evaluations are discussed with Senior Nurse Representatives and Placement Quality Lead tri-annually
- Assessment Committee meetings are held at the end of each module to discuss assessment processes and confirm results

#### **Quality monitoring processes:**

- all clinical placements areas are audited by School staff in collaboration with clinical colleagues
- Partnership meetings take place with the School, representatives of the commissioning body and local health care provider partners
- External Examiners report on each module's assessment and annually on the conduct of assessments
- Annual staff appraisals
- Annual Report submitted to the Nursing and Midwifery Council, Review of 20% of all educational provision by the NMC annually
- Annual Quality Review (Education Commissioning for Quality) by the Strategic Health Authority
- Monthly internal quality reviews within the School's Quality Management System
- Annual Programme Review process
- UCIG - ongoing strategic service user involvement and action planning

#### **Committees with responsibility for monitoring and evaluation of quality and standards:**

- Course Management Team
- Assessment Committees
- Student Staff Voice Committee
- School Education Committee
- School Award Boards (Nursing and Midwifery)
- Practice partner Meetings
- Degree Apprenticeship Operations Group (DAOG), Degree Apprenticeship Curriculum Group (DACG), Post Graduate flexible Learning Project Executive Group (PEG)

#### **Staff development includes:**

Staff are encouraged to engage in a range of Professional Staff Development Opportunities offered within the School and at Keele University Centre for Professional Development, for example:

- Seminars
- Workshops
- E-learning developments
- Research Sessions
- As part of their scholarly activity, staff are encouraged to attend a series of scholarship sessions which are targeted around the key Learning and Teaching requirements of the School Learning and Teaching Strategy
- Academic staff have the opportunity to hold honorary contacts with relevant NHS Trusts to update their clinical skills
- Staff have access to a wide range of literature both hard copy and on-line in the Health Library in the Clinical Education Centre
- The School operates a mentoring system to support new staff in their role development
- Academic staff have access to the NHS Trust Intranet for up-to-date clinical information.

## **20. The principles of programme design**

Stakeholder Engagement - The School of Nursing and Midwifery has well established relationships with local stakeholders, which are operationalised on a number of levels including:

The 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. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- d. Standards of Proficiency for Nursing Associates (NMC 2018)
- e. Apprentice Standard for Nursing Associates (IFA 2018) <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/>

**Stakeholder Engagement** - The School of Nursing and Midwifery has well established relationships with local stakeholders, which are operationalised on a number of levels including:

- Keele and Trust Partnership meetings, where senior School and placement provider representation meet bi-monthly
- Award Management Committee
- Placement Quality Partnership meetings between the school PQL and local CPF's
- Annual Programme Review
- Student Evaluation Review
- meetings between PQL and relevant trust education lead
- moderation of practice assessment meetings
- Service users and care engagement meetings
- Students

In addition to this, the Head of School is a member of the Staffordshire Director of Nursing forum and meets with the Chief Nurse or Director of Nursing on a one to one basis every six weeks.

Consultation on curriculum development has taken place via all these mechanisms prior to the pilot wave 3 in September 2018. An initial series of practitioner consultation meetings was undertaken and has been followed by ongoing involvement through the Developing Professional Practice sub-group. The field-specific curriculum planning sub-group meetings include practitioners at various levels

### **Safeguarding the Public**

Safeguarding the public is a prime duty of academic education providers and is achieved as part of the admissions process conducted by the employers (occupational health clearance, references and a satisfactory criminal record bureau check). Subsequently students are required to identify any change in circumstances in a timely manner alongside completion of an annual self-declaration form.

The University Fitness to Practise procedures ensure that any concerns regarding student conduct are dealt with appropriately in a manner that is fair and equitable whilst protecting the public (See website for more details <https://www.keele.ac.uk/regulations/regulationb5/>).

FDSi NA students are made aware of their responsibilities and know how to raise concerns when they believe the safety of service users is at risk. The School has developed a safeguarding policy within a local multi-agency partnership which focuses on safeguarding and child protection.

### **Equality, Diversity and inclusion**

"As a leading example of an open and integrated community Keele University strives to be a place where learning, living and working is a positive experience for all."

Equality and Diversity is a core value underpinning the University's mission to be the UK's leading open, integrated, intellectual community - the ultimate campus University for the 21st Century. The University's core mission and Strategic Plan (2018) are strongly underpinned by the University's core values as a diverse, inclusive and professional academic community that respects individuals and enables them to strive for success in order to contribute positively and sustainably to the local region, wider society and the national economy.

This Equality, Diversity and Inclusion Strategy sets out core principles and priorities for Keele University in support of this commitment, and provides an underpinning foundation for the development of a range of complementary policies, practice and procedures." (Keele University Equality, Diversity and Inclusion Strategy 2018)

The School of Nursing and Midwifery is committed to operationalising principles of equality and diversity throughout our programmes. The aims and objectives of the University Strategy are mirrored in the Schools approach to Equality and Diversity. The School's Disability Liaison Officer (DLO) and School Equality and Diversity representative (EDR) enables congruence between the support available to students and the requirements of the Public Equality duty.

We support a range of Widening Participation initiatives, as part of the Faculty of Health Widening Participation and Schools and Colleges Liaison Strategy. We work closely with local healthcare providers; the private, independent, and voluntary sector; schools and colleges; and many other organisations to facilitate and encourage prospective candidates from a range of backgrounds to enter Higher Education. The Faculty of Health Widening Participation and Schools and Colleges Liaison team engages in many outreach activities across the region aimed at promoting awareness of the benefits of Higher Education.

The School's admissions team of regular interviewers has undergone Equality and Diversity training for the selection of students.

The School's policies and procedures are subject to Equality Impact Assessments through Keele University Human Resources Unit. Many staff within the School are trained to undertake Equality Impact Assessments on the School's policies and procedures with Keele University Equalities and Workforce Planning Manager.

### **The role of the Disability Liaison Officer (DLO) in relation to the protected characteristic of Disability:**

The main responsibilities of the role are:

- Liaison with Disability and Dyslexia Support Services on main campus
- Management of reasonable adjustments for disabled and dyslexic students for both theory and practice, within the School of Nursing & Midwifery
- Provision of support and advice for disabled students and for members of staff within the School

The School has funded training in literacy development and dyslexia support to enable the DLO to offer onsite support for students with Specific Learning Difficulties. This support complements that available through central services and is convenient for students to access.

A Clinical Needs Assessment Tool and process has been developed to enable reasonable adjustments in clinical practice for students with disabilities. The process enables the student, practice supervisor/assessor and academic assessor to identify:

- elements of the student's clinical performance that require support
- the reasonable adjustments that would be most supportive
- who will be responsible for putting these adjustments in place
- the effectiveness of the reasonable adjustments through evaluation.

The Clinical Needs Assessment can be used to support any disabled student and facilitates continuity of support as students move through the placement circuit.

### **Service user and Carer Involvement**

Nationally, professional and regulatory bodies have adopted policies that ensure that user consultation and participation is central to development in policy, practice and education. A vitally important driver for change in curricula is the service user and carer's voice (Griffiths et al. 2011). The benefit of user involvement in education has been described in several reports in general nursing (Flanagan 1999; Costello & Horne 2001; Repper & Breeze 2007), mental health nursing (Hanson & Mitchell 2001; Downe et al. 2007; Lathlean et al. 2006; Repper & Breeze 2007; Rush 2008; Speers 2007), children's nursing (Sawley 2002) and learning disabilities nursing (Atkinson & Williams 2011). Griffiths et al. (2011) has identified in a recent study that above all else service users wanted nursing to return to the care and compassion of the past. The publication of the new standards for pre-registration nurse education (NMC 2018) is a key driver to ensure that the qualities service users seek in nurses are enhanced by appropriately designed graduate programmes (Griffiths et al. 2011).

A User and Carer Implementation Group (UCIG) has been present within the School since 2007 which involved a range of users and carers and academics. This group of people who had been meeting for some time formalised their involvement and produced a User and Carer Strategy with the aim of coordinating a School-wide approach to the involvement of users and carers across all School business (See Figure 4).

The UCIG has grown to include students and a wider population of service users as sub-groups have developed in recognition of the diversity of the fields of nursing. The UCIG has been acknowledged by NHS West Midlands Innovation and Notable Practice Health Education Case Studies (2011:58).

Collaboration with our service user carer group has led to the following themes being developed for our FDSci NA programmes

### **SUC feedback themes informing the curriculum**

#### Visibility

'How students need to be prepared to meet and talk to patients, where their particular nursing roles fit into the system'

#### Preparation for Practice

'Having SUC involved right at the start of the course so that students are prepared for the realities of nursing and understanding the technological advances that influence patient care'

#### Co-production

'Real involvement, viewing the patient or carer as the expert. Preparing for practice in relation to the impact of being a carer and the influence on the wider family. Done with, rather than done to'

#### Evaluation/Measurement

'Working with the curriculum team to develop effective SUC evaluation of input. SUC to develop an evaluation tool'

### **[Figure 4. Service User Model \(click link to view\)](#)**

The School recognises the importance of effective and collaborative working between student, service user and carer, professionals, fields of nursing and midwifery and healthcare providers. The statutory annual monitory processes have previously identified user and carer involvement in the School of Nursing and Midwifery as best practice and recommended that this approach be embedded across the Faculty of Health (OQME 2008; NMC 2008). This work in addition to further developments has been disseminated across public arenas (Ashby et al. 2007; Ashby & Maslin-Prothero 2010; Gibbs & Read 2010; Read & Corcoran 2009; Read & Maslin-Prothero 2011; Parkes & Read in press; Read, Nte & Corcoran in press). The first draft strategy to consolidate and facilitate user and carer involvement in education and research activity across the Faculty of Medicine and Health Sciences has recently been approved and a Faculty-wide

User and Carer Liaison Group has been established and had its first meeting 4th April 2011. This work has fed into innovative and accessible higher educational collaborative developments in the form of a practical Toolkit to promote meaningful engagement

(<http://www.serviceuserandcarertoolkit.co.uk/index.html>).

Recognising and respecting the individuality of a person is a key component in the provision of healthcare and supporting health and well-being across the fields of nursing. The diversity of service user/carer needs is also reflected by the specific fields of nursing.

Please refer to the Service User and Carer Portfolio, which has been informed by international, national and local policy and guidance acknowledging the:

- macro perspective e.g. User and Carer Steering Group membership
- meso perspective e.g. involvement with teaching, learning and assessment
- micro perspective e.g. the voice of the individual

and details how the School is: developing a culture of participation, listening and responding to the voice of service users and carers and recognising diversity by adopting a 'kaleidoscope' of service user and carer involvement and future plans to evaluate the benefits to both academia and service users and carers.

## 21. Annex - Programme-specific regulations

### Programme Regulations: Nursing Associate

<b>Final Award and Award Titles</b>	Foundation Degree (FDS) Nursing Associate
<b>Intermediate Award(s)</b>	Foundation Degree Nursing Associate Certificate in Higher Education in Healthcare Studies
<b>Last modified</b>	June 2019
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

#### A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

#### B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

This programme varies from Regulation C3 11.7a

- A student must be successful in all summative assessments
- All modules must be successfully completed
- A student who has failed an assessment / module at two attempts with no extenuation will be invited to 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

- There will be no compensation or condonement awarded for modules on the FDS Sc NA programme (NMC, 2018)

## **Additional Requirements**

The programme requirements listed below are in addition to the University's Academic Regulations:

### **Additional requirement 1: Regulatory Matters not covered by University Academic Regulations**

i) The programme should be of 45 weeks duration per year with a minimum total of 2,300 hours over the duration over the two-year programme, demonstrating 50% theory and 50% practice hours

ii) The Head of School or designate declares good health and good character of students to the NMC on programme completion.

iii) The Keele Recognition of Prior Learning (RPL) Policy 2.2.1 (2019) states that:

1. The guideline to be followed when assessing RPL applications is that no more than 50% of the taught credits for a programme can be exempted through RPL. Exceptions to the guideline in 2.2.1 are only permitted where they are set out in programme-specific regulations.
2. The NMC (2018d) permits RPL for registered nurses that is capable of being mapped to the NMC (2018a) Nursing Standards of Proficiency and programme outcomes that may be more than 50% of a programme
3. Therefore this programme has an exemption to the RPL guideline 2.2.1 to allow entry for registered nurses as set out in 13 b iii 2 above.

- as an apprenticeship a minimum 20% of the programme should be learning 'off the job' for students on a FDS Sc NA apprenticeship (ST0827/AP02 Institute for Apprenticeships)

- Practice placements areas will reflect people's experience across the lifespan and exposure to all fields of nursing

### **Additional requirement 2: 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 or placement area. Such students may also be subject to the School's Health and Conduct arrangements.

FDS Sc NA 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. In the case of direct entry students, this may be requested by Keele University.

Any student who has taken a prolonged period of leave of absence or sickness may be subject to the arrangements above. A leave of absence or prolonged period of sickness may mean that a student may need to 'back group' to another cohort, in order to have the best opportunity to be successful with their studies.

All students will also adhere to employer's policies and procedures relating to conduct.

### **Additional requirement 3: Nursing Regulations**

To be awarded the relevant FDS Sc Nursing Associate award and to be eligible to apply for entry to the NMC Professional Register, the student must have:

- Met the attendance requirements of the curriculum. A student who has not achieved the minimum professional requirements during the Programme will be required to make up time in placement and demonstrate sufficient evidence of engagement with the theoretical content to meet the minimum professional requirements. Students who do not achieve the minimum professional requirements will make up the requisite time at the end of their final year
- Have experienced a range of placements and met the relevant requirements for registration
- Passed all theory and practice assessments for all modules
- Must register with the NMC within five years of successful completion of their studies

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## **Version History**

### **This document**

**Date Approved:** 02 January 2020

## Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2019/20	NICOLA WITTON	02 January 2020	