

Programme Specification: Undergraduate

For students starting in Academic Year 2023/24

1. Course Summary

Names of programme and award title(s)	Foundation Degree (FDSc) Nursing Associate (March cohort)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 5
Normal length of the programme	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.
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Hospital - Nursing & Midwifery Keele Campus
Accreditation (if applicable)	Nursing and Midwifery Council (NMC)
Regulator	Office for Students (OfS); Institute for Apprenticeships, Nursing and Midwifery Council (NMC)
Tuition Fees	<p>UK students:</p> <p>Fee for 2023/24: 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. https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017</p> <p>A full breakdown of costs is set out in the commitment statement.</p>

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 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 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 cohorts 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, 2018a). The Apprenticeship Standards from Skills for Health (Department of Education) determine the occupational standard with an integrated End point Assessment (EPA).

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 alternative placements which give the nursing associate student experience across the lifespan and in a variety of settings, 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 none teaching time where annual leave can be taken in agreement with your employer, as per the course plan. You will not normally be able to take annual leave, which will affect your attendance during theoretical aspects of the programme.

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 \(click link to view\)](#)

In your programme you will sometimes be expected to role play and engage in simulated clinical

scenarios with other students, such as the practice and observation of practical skills in physical contact with other students. For some specific practices, this may necessitate modification of dress - e.g., to shorts and t-shirt. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, under the supervision of academic staff, according to a defined protocol.

4. Aims of the programme

The intended learning aims of the programme are to enable you to:

- to meet the NMC (2018) Standards of proficiency for Nursing Associates
- 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 (FDSi 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

Studying Nursing at Keele

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:

- 10th in UK for Student Satisfaction: National Student Survey 2021.
- 19th In UK in 2021 in Guardian league tables in Nursing and Midwifery Schools in UK.
- 12 In Nursing UK for the Complete University guide 2023.
- 2023 Complete University Guide. Keele University awarded Gold in the Teaching and Excellence Framework. Bronze Award Athena Swan

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, 2018). 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, 2018a)

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, 2018a) 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 Annex 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 Annex 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 Nursing Associate 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/>

The Keele Education principles are central to the way in which our curriculum is delivered. Offering blended approaches which encourage social collaboration, help to create meaningful experiences for our students. It is key for our students to be actively engaged and take personal responsibility in translating their learning into the clinical practice environment.

6. How is the programme taught?

The School of Nursing and Midwifery embraces the Keele Learning Principles and further addresses specific learning needs of students undertaking a programme of study leading to professional registration.

The [Keele University Learning and Teaching Strategy \(2020\)](#) supports and promotes all aspects of student learning in relation to five key themes:

To provide transformative learning opportunities. Enabling students to develop best academic practice in their discipline; facilitating students' engagement with their studies; using assessment to recognise and reward academic achievement; enabling all students to achieve their potential.

To promote inspirational learning and teaching: Enhancing our students' academic practice: enhancing our research-connected teaching; supporting creative teaching practice; using educational technologies to support excellent learning and teaching; involving students as partners in their learning.

To provide a supportive and inclusive learning community: Providing opportunities for intellectual discussion and debate in an interdisciplinary context; providing a dynamic learning environment to support our diverse learning community; provide opportunities for students to engage with broad-based and interdisciplinary approaches to education and research.

To develop students' capabilities: Providing opportunities to build and develop students' professional skills, attitudes, and resilience; enhancing our opportunities for employer engagement to enhance the employability of our students; further develop the opportunities for employer engagement to enhance the employability of our students; draw on and develop student digital capabilities.

The School of Nursing and Midwifery embraces this strategy. To prepare a registered nursing associate who can

contribute positively to meeting the health needs of individuals, families and communities, the teaching and learning processes will focus on the integration and application of theory to nursing associate practice. Consequently, you will develop the ability to critically reflect on practice and respond pro-actively to change whilst maintaining high quality standards of care. To further facilitate this, we follow the Keele adult learning principles:

- Stimulation of curiosity; learning through problem-solving and experience:
- Students take responsibility for their own learning.
- Students integrate knowledge and understanding that spans disciplinary borders.
- Students develop community-orientation whereby you learn to understand and apply knowledge of personal, community and population health needs when delivering care.
- Explicit development of clinical skills and competence.

The curriculum design is underpinned by scaffolded learning based on the work of Bruner (1976) influenced by the theorist Vygotsky. In the field of education, the term 'scaffolding' refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. You will develop as independent critical thinkers through the use of enquiry-based learning and flipped classroom techniques, where learners assess what they can do independently and then build on their knowledge through a range of guided learning activities. The characteristics of andragogy (Knowles 1984) underpin how you will learn:

Self-Concept - As a person matures their self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

Adult Learner Experience - As a person matures they accumulate a growing reservoir of experience that becomes an increasing resource for learning.

Readiness to learn - As a person matures their readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

Orientation to Learning - As a person matures their time perspective changes from one of postponed application of knowledge to immediacy of application. As an orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

Motivation to Learn - As a person matures the motivation to learn is internal.

Learning through experience is underpinned by Kolb's experiential learning theory (Kolb 1984) of learning by doing and reflecting on this process. To prepare a practitioner who is able to contribute positively to delivering the health needs of communities, the educational and learning process will concern itself with the integration and application of theory to practice. Consequently, you will develop the ability to reflect critically on practice and respond proactively to change, whilst maintaining quality within care.

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. Methods allow for a blended approach to programme delivery, with some educational delivery taking place online with some small group teaching, laboratory sessions and practical sessions permissible adhering to current COVID-secure guidelines, where appropriate. They include the following:

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. This approach to programme delivery, will be a hybrid approach with the majority of educational delivery taking place online with some small group teaching, laboratory sessions and practical sessions permissible adhering to current Covid-secure guidelines, where appropriate.

They include the following:

- **Practice learning:** you will engage in both clinical and simulated practice to develop your clinical and

nursing skills across a range of practice environments, which reflects the diversity of clinical practice experiences in the your field of nursing.

- Learning in clinical practice is an essential and significant component of the programme.
- **Lead lectures:** the lecturer will impart information, stimulate interest and provide a medium for the considered application of theory to practice and provide you with a framework and context for further reading and independent study, to broaden and deepen their existing professional knowledge and understanding of the core principles of nursing.
- **Tutor-led tutorials:** the lecturer will focus on a topic of interest and relevance to the module with in-depth discussion in a small group to further develop your confidence, competence and communication skills. Tutorials will be arranged as both individual and small group sessions with an emphasis on your individual 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 practice and the inter-relationship with knowledge, research and evidence - based practice.
 - Provide effective support for you. Field-specific learning.
- **Student-led tutorials:** Students will lead the discussion on a topic within a small group or on a one to one basis.
- **Problem-solving scenarios:** case-based scenarios will be used to focus students' attention and develop their problem solving skills to facilitate linking of theory and practice.
- **Case study presentations:** the lecturer and/or students will present a specific case and use this as a vehicle for discussion and critical analysis.
- **Small group work:** students learn together whilst working on a focused activity.
- **Service user involvement:** fields of nursing and topic areas will determine a variety of methods and levels of service user involvement enabling the student to develop their practice to fully engage with the service user with all aspects of their care, realising the impact interactions have upon individuals whilst receiving health care and focusing on person-centred care.
- **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.
- **Seminars and small group presentations:** Small group work will be facilitated to promote independent study in achieving the learning outcomes.
- **Inter-professional learning:** you have opportunities to focus on health-related scenarios and practice learning working within inter-professional groups of students to facilitate your understanding of each other's roles and how you might communicate and work together as practitioners in partnership in the future to support and improve people's experiences of health and social care.
- **Independent study:** you will be self-directed in relation to the various study demands of each module and its assessment. This is particularly relevant to portfolio development and the dissertation in the final module.
- **Simulation:** will expose students to a range of skills within a simulated environment.

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

- Lead lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core principles of their specific field of nursing.
- Lecturer and student-led tutorials and small group work enable students to explore a topic to considerable depth and to rationalise their opinions and actions within the safe, but challenging company of their peers. This further develops students' confidence, competence and communication skills.
- Case studies and case-based problem-solving scenarios facilitate linking of theory and practice; they encourage critical analysis and evidence-based discussion as students are drawn into the rhetoric / reality debate that such scenarios often generate.
- Web-based learning facilitates breadth and depth of learning as participants engage in critical and challenging discussion with a large, multi-professional audience. Furthermore, communication skills are enhanced as students learn the nuances of web based communication with practitioners from a variety of disciplines.
- Simulated activities allow students to practice skills, self-assess their knowledge, understanding and clinical skills alongside their ability to reflect in action, problem solve, and make decisions which in turn should build their competence and confidence.
- Service user involvement will facilitate the students' awareness of how they interact and involve the person with care delivery and the significance of meaningful involvement throughout a person's interaction with healthcare across a variety of services and organisations.
- Clinical learning offers the opportunity for students to bring all their learning together and actually undertake nursing practice under supervision.

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 Academic Mentors or module lecturers on a one-to-one basis.

It is very important that you attend for your theory and practice learning as indicated on your programme of

studies. The Nursing and Midwifery Council (NMC) (2018a, b) Nursing; NMC (2019) Midwifery, stipulate a minimum number of clinical practice hours required for registration of new registrants. Your programme has been developed to ensure that you meet this requirement of the NMC. Any non-attendance without good cause will result in disciplinary action and may prevent registration at course end if NMC clinical practice hours are not met. Regardless of the nature of absence, the minimum number of hours must be achieved before you can complete the programme. Students studying a professional programme under the NMC Standards **must** achieve the professional requirements for progression. For some NMC programmes, theoretical outstanding assessments must be successfully achieved and confirmed within 12 weeks of entering the next part of the programme. The 12-week period includes holidays and any absences. Reasonable adjustments may apply for students with a disability.

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 Academic Mentors or module lecturers on a one-to-one basis.

7. Teaching Staff

All current teaching staff hold active NMC registration as either a nurse or midwife; those from other Schools who contribute to the programme are registered with the appropriate professional body. The majority of staff have recordable teaching qualifications or are working towards achievement of this. Moreover, they have extensive experience of teaching at undergraduate and postgraduate level and many are external examiners at other universities. 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, NMC Reviewers, External Advisors to other HEI's, Member of RCN Education Forum, Members of HEE leadership in preregistration nursing group, Journal reviewers, Member of NHS Ethics Committee, Supervisor of Midwives, Local Provider Committees and charitable organisations.

The School has a significant number of staff that hold PhDs and Professional Doctorates, with a number of staff currently studying at doctorate level. The School has a robust professional development strategy, which includes an annual research and scholarship programme, alongside annual appraisal and personal development planning. A number of staff have Fellowship or Senior Fellowship of the Higher Education Academy (HEA) and many staff are working towards this. Staff are actively involved in research across the School and belong to one or more of the Faculty Research Themes (FRet) groups.

Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme and are utilised where appropriate.

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 can expect, over the two-year programme, to have a minimum of 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.
- provided with protected learning time for the remaining programme hours.

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

NMC Option B

Total hours for NMC approved programmes for FDSci NA

Theoretical hours NMC Standard 3.5.2.1

University hours: 15hrs per week x 45 = 675 per year = **1,350** hours in total in university

Practice Hours Standard 3.5.2.2

Protected learning time 7.5hrs per week 34 weeks year 1= 255hrs, 33 weeks year 2, 7.5x 33 weeks = 247.5hrs (total 502.5 hrs)

Simulation in Clinical Practice modules 38hrs x 4 = 152.5hrs

Alternative placement 460hrs over 90 weeks (divided into 10- and 12-week placement)
225+270+502.5+152.5= 1,150 practice hours

You will be engaged in learning for two days per week over a two-year period at the School of Nursing and Midwifery, based at the Darwin building on Keele campus. 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. There are seven weeks of none teaching time each year where annual leave can be scheduled. This is fixed in line with the FDSci NA course plan.

Alternative placements are blocks of practice away from your employed (base) area, which may be between one, and six weeks in length (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 none teaching for annual leave to be taken as indicated above weeks			
	11 weeks	11 weeks	11 weeks	11 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 other areas across the lifespan and in a variety of settings, these may include gaining experience in a range of settings in the hospital, close to home, and at home.

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

Practice learning in alternative placements will 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.

Learning Outcomes

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.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
1 Being an Accountable Professional	Skills for Academic Learning and Professional Practice - NUR-10048 Nursing Associate Clinical Practice 1 - NUR-10051 Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 2 - NUR-10052
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	Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052 Applied Biological Science - NUR-10050 Medicines Management in Nursing Associate Practice - NUR-10049 Skills for Academic Learning and Professional Practice - NUR-10048 Fundamentals of Nursing Associate Practice - NUR-10047
4 Working in teams	Nursing Associate Clinical Practice 2 - NUR-10052 Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 1 - NUR-10051 Medicines Management in Nursing Associate Practice - NUR-10049
5 Improving safety and quality of care	Medicines Management in Nursing Associate Practice - NUR-10049 Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052
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 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051 Fundamentals of Nursing Associate Practice - NUR-10047
Annexe B procedures to be undertaken by the nursing associate	Nursing Associate Clinical Practice 2 - NUR-10052 Skills for Academic Learning and Professional Practice - NUR-10048 Medicines Management in Nursing Associate Practice - NUR-10049 Nursing Associate Clinical Practice 1 - NUR-10051

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

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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	Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052
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	Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052
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 Nursing Associate Clinical Practice 2 - NUR-10052 Skills for Academic Learning and Professional Practice - NUR-10048 Medicines Management in Nursing Associate Practice - NUR-10049
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 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051
an appreciation of the social, environmental and global implications of your studies and other activities, including recognition of any ethical issues	Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 2 - NUR-10052 Nursing Associate Clinical Practice 1 - NUR-10051
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 2 - NUR-10052 Fundamentals of Nursing Associate Practice - NUR-10047 Nursing Associate Clinical Practice 1 - NUR-10051 Medicines Management in Nursing Associate Practice - NUR-10049
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	Nursing Associate Clinical Practice 2 - NUR-10052 Skills for Academic Learning and Professional Practice - NUR-10048 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 1 - NUR-10051 Nursing Associate Clinical Practice 2 - NUR-10052

Level 5

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

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

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

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
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 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Safety and Quality in Nursing Associate Practice - NUR-20143
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 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145
information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Safety and Quality in Nursing Associate Practice - NUR-20143
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 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Safety and Quality in Nursing Associate Practice - NUR-20143
an appreciation of the social, environmental and global implications of your studies and other activities, including recognition of any ethical issues	Enhancing Nursing Associate Practice - NUR-20141 Nursing Associate Clinical Practice 4 - NUR-20146 Nursing Associate Clinical Practice 3 - NUR-20145
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 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Safety and Quality in Nursing Associate Practice - NUR-20143
the knowledge, skills, and self-confidence and self-awareness actively to pursue your future goals	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Safety and Quality in Nursing Associate Practice - NUR-20143
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	Nursing Associate Clinical Practice 3 - NUR-20145 Nursing Associate Clinical Practice 4 - NUR-20146 Leadership and Team Working in Nursing Associate Practice - NUR-20144 Safety and Quality in Nursing Associate Practice - NUR-20143

9. Final and intermediate awards

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

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

Apprenticeship specific requirements: If an apprenticeship student is unable to complete their programme at any stage, their employment contract with their employing organisation may end. Any exit award will need to be in agreement with the employing organisation.

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:

- Continuous assessment of practice
- Assessments of an 'episode of care' in practice settings conducted by practice assessors.
- Practical examinations.
- Reflective accounts.
- Examinations in different formats test your knowledge and understanding of the subject. You will have an opportunity to test your numeracy and medicines management skills through the use of an online learning package. Examinations may consist of essay, short answer and/or multiple choice questions. These are normally undertaken in an online format.
- Essays allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).
- Class tests taken online via the Keele Learning Environment (KLE) assess your subject knowledge and your ability to apply it in a more structured and focused way.
- Dissertations enable you to explore in depth an area of particular interest through writing a literature review and to test your ability to work independently and formulate recommendations for practice.
- Oral and poster presentations and reports assess individual students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- Peer assessment: In some cases students will be involved in marking other students' work, usually with a prescriptive marking guide. This helps you to appreciate where marks are gained and lost and gives you the opportunity to see the common mistakes made by other students.
- Reviews of other scholars' work test students' ability to identify and summarise the key points of a text and to evaluate the quality of arguments and the evidence used to support them. In the case of work based on empirical research, reviews also assess your knowledge of research methodologies and your ability to make critical judgements about the appropriateness of different strategies for collecting and analysing data.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. **Please note that where there are two or more assessment components, failure of one assessment will cap the overall grade for that module.** 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 usually within five working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Assessments are specified at the level ascribed to individual modules and reflect the increasing specificity and complexity of the learning outcomes that you will be required to achieve for the progression points. The dissertation is designed to provide you with an opportunity not only to explore literature relating to an issue in placement from a theoretical perspective but to relate that evidence to practice through work with local healthcare partner organisations. The schedule of assessments has been structured to give you maximum opportunity to link your theoretical learning to your practice development. By staggering the submissions of theoretical assessments, the aim is to enable you to organise the workload and learning effectively. Formative assessment is a requirement of the programme and feedback provided will be invaluable for students' learning and progression.

Clear guidance on all assessments will be given to you within assessment briefs and support will be available for you. Detailed, constructive and timely feedback will identify your areas of strength and areas for further improvement. You will be encouraged to reflect on your theoretical and practical learning using reflection to assess your own development. This will enable you to become a more independent learner as you progress through your programme and build a sound foundation for autonomous practice.

Assessments have also been designed to facilitate the development of transferable skills that can be utilised in placement for the benefit of service users, relatives, carers and the student themselves. Similarly, the assessments will offer students the opportunity to demonstrate knowledge, evidence - based practice and application of their developing research skills (i.e. literature searching and reviewing, application and critique of research methods and evaluation of evidence). To ensure that students are able to meet the minimum requirements of the University and in accordance with the School's marking criteria; the minimum pass mark for all summative assessments is 40% (pass). Failure to achieve a pass mark at the first attempt will lead to an automatic reassessment for which the maximum mark awarded will be 40% (pass).

To successfully complete the award and apply for entry to the professional register the students must successfully achieve in each of the following areas:

- Summative module assessments
- Professional conduct
- Good health and good character.
- Achievement of theory and practice hours as per the professional requirements of the programme.

Management of the assessment process will be in accordance with the University academic regulations.

11. Contact Time and Expected Workload

This contact time (in-situ, synchronous or asynchronous) 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 & Midwifery Council (2018a), 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 1,150 hours overall.
- Theory / guided study (learning off the job) totals 1,150 hours overall.

12. Accreditation

Progression

You should note that to be awarded Registration with the Nursing and Midwifery Council you must pass all the assessments within all your modules, for each part of the programme and achieve a minimum standard of a pass grade or 40%. **All modules are compulsory and are to be undertaken in sequence. Entry to a subsequent part (year) of the programme is dependent on successful completion of the previous part (year) and achievement of the progression point. If you have not completed the required assessment components, you may not progress to the next year of the programme. Your progress will be reviewed to determine the support to study you require. There is no such provision for outstanding practice assessments. If you do not complete the required practice assessment with a specific part of the programme, you will be required to undertake a leave of absence (LOA) and return to an agreed point within the following cohort.**

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

Regulations: Your programme has professional accreditation and there are specific regulations, which you have to agree to abide by, which are detailed in the following section.

Study abroad: There is a self-funded elective period within the programme. Students wishing to undertake this elective period internationally must follow the School processes and government guidelines outlined by the School International Director/Lead for Study Abroad. Apprenticeship students will require agreement from their employer to undertake a study abroad elective.

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 Sc 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 Sc NA student.

English for Academic Purposes

Please note: All new international students entering the university will sit a diagnostic language assessment. Using this assessment, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

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/qa/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 FDSci 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:

Support from Academic Mentors/Assessors

As a student registered on the FDS (Hons) Nursing Associate programme you are allocated an Academic Mentor/Assessor (AM/A) to provide support and advice. The AM/A is normally a Lecturer who is available to provide support and academic advice to their allocated students. In addition to providing support and advice, AM/A review their students' progress in theory and practice and meet with each student formally and in the FDS programme support the tripartite reviews four times per year. Academic Mentors are allocated to students for **each part** of the programme throughout their pre-registration studies in the School. All AM/A's are accessible to students by email or MS Teams. Students are allocated an alternative AM/A's, should their AM/A be absent from the School for a prolonged period of time.

<https://www.keele.ac.uk/students/academiclife/academicmentoring/>

Your AM/A will link in with your employing organisation (Practice Education Facilitator/Clinical practice Facilitator) and will facilitate the Tripartite meetings with you and your employer four times per year to monitor your progress in meeting the apprenticeship standard.

Student Experience Support Officer:

The school has a dedicated student experience support officer (SESO) who is independent of academic colleagues and is able to give advice and signpost students to any pastoral support that helps students, whilst they are on their programme.

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. Please note that assessments may be marked by any member of the module team and follow quality monitoring processes of the University. Any specific queries should always be addressed to the module team member or the module leader in the first instance.

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

Please see the Student Services website for more information:

<https://www.keele.ac.uk/students/student-services/>

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

Support from Practice Supervisors/Practice 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 student Nursing Associate will take place to review progress and identify objectives for progression in theory and practice.

Further Support in Practice

The nominated person for the practice area (who is normally the Clinical Placement Facilitator) acts to support student concerns in practice. The Multi-disciplinary Team (MDT), including both nurses and other practitioners, and Clinical Placement Facilitators (CPFs) and Practice Educator Facilitators (PEFs) also support student learning in practice.

Apprenticeship Specific Guidance:

Support in Practice for Apprenticeship Students: To meet the apprenticeship requirements, apprenticeship students will also normally have four tripartite meeting each year between their supervisor or other employing organisation representative, a representative from the university, and themselves to ensure that progress is taking place, and that the apprenticeship student feels supported on their programme.

16. Learning Resources

The School of Nursing and Midwifery has excellent facilities, based centrally in the Darwin building on Keele campus and at the Clinical Education Centre (CEC). Academic colleagues and professional support staff from the school have a base on campus within the Darwin building. The Darwin building contains a large lecture theatre, flexible learning teaching spaces and a range of classrooms, computer suite and seminar rooms. In addition, there are two health houses available for skills and simulation. The CEC based at the University Hospitals of North Midlands NHS Trust (UHM) provides a modern clinical learning environment, which is shared between the Schools of Nursing and Midwifery and Medicine. The clinical skills suite is equipped to a high standard to facilitate a wide range of clinical skills learning and simulation. The school has purchased a range of electronic learning packages and licences to aid dynamic, flexible individualised learning including drug calculation software, clinical skills packages, electronic practice assessment document and an e-portfolio.

In addition to the University Library facilities on main campus, the School provides excellent facilities with a 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 have extended opening hours. The virtual learning environment 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 alternative placements so that students experience care across the lifespan, fulfilling the generic requirements of the programme.

Field Placements

Field placements will provide you with a range of practice experiences that will develop your professional values and nursing skills providing an opportunity to apply your learning in your chosen field of nursing. Practice experience will be provided in partnership with local health care trusts and the independent sector, experiencing person-centred care in your chosen field.

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' / Practice Education Facilitator meetings oversee implementation of the NMC standards for student supervision and assessment in practice (NMC 2018c) 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, practice supervisor / practice assessor learning in Practice update registers are sent to enable providers to maintain their prepared practice supervisor and practice assessor databases. 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 practice supervisor or practice assessor.

Inter-professional Learning in the Pre-Registration Curriculum

Partnership and co-operation at all levels is fundamental in 21st Century health and social care systems to ensure a seamless service to meet people's healthcare needs. Inter-professional education is seen as giving everyone working in the health sector the skills and knowledge to respond effectively to the individual needs of the patients (NHSE, 2014).

It has been recognised that team working, integration and workforce flexibility could only be achieved if there was widespread recognition and respect for the specialist base of each profession. Therefore, inter-professional education has developed over the years in the UK to:

- Modify negative attitudes and perceptions.
- Remedy failures in the trust and communication between professionals.
- Reinforce collaborative competence.
- Secure collaboration to implement policies, to impose services and to effect change.
- Cope with problems that exceed the capacity of any one profession.
- Enhance job satisfaction and ease stress.
- Create a more flexible workforce.
- Counter reductionism and fragmentation as professions proliferate in response to technical advance. Integrate specialist and holistic care.

At Keele University, the Faculty of Medicine and Health Sciences is committed to inter-professional education in both principle and practice. We are in a fortunate position as an HEI to have educational provision for nurse, midwife, nursing associate, physiotherapist, radiographer, medical, pharmacist, paramedic and bio-medical science students, all of whom participate in the online IPE strategy for the Faculty. IPE permeates all three years of the pre-registration nursing programme.

Please see website for more details <http://www.keele.ac.uk/health/inter-professionaleducation/>

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 has six priority objectives:

1. Identify Keele's place and strengths in the global knowledge economy, in both research and learning.
2. Identify and develop strategic institutional collaborations: focused, multi-functional, and appropriately funded.
3. Develop global dimensions to the curriculum.
4. Develop a modern languages strategy.
5. Review and continually update our international recruitment strategy.
6. 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/>). These enable both staff and student opportunities for exchanges and electives. Students on the nursing 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. In addition to this, students will be given the opportunity to undertake an international placement either in one of the School's link institutions, via a recognised placement organisation or following appropriate approval processes, a placement they have identified.

Within the School of Nursing and Midwifery, many students have experienced placements in a variety of countries. 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".

Table 1. International Placements and links from previous years

Country	Organisation
Australia	Queensland Health, Gold Coast Hospital
Canada	York University and hospitals in Toronto
Turkey	Ankara University - Agreement for Teaching Mobility & Student Mobility.
Sweden	University of Gothenburg - Agreement Teaching Mobility/Admin Mobility/Student Mobility
Iceland	Agreement Teaching Mobility
Range of countries for example Nepal, Sri Lanka, and Tanzania	Work the World Organisation, or 'Mindmygapyear'
Spain	University Nebrija Madrid
Bahrain	The Royal College of Surgeons in Ireland - Medical University of Bahrain

Students on the Nursing Programme have the opportunity to spend time abroad during an international elective placement. This is a self-funded placement. Students wishing to undertake this international elective must follow the School processes outlined by the School International Director.

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 student. 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 student.

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. Employers 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

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

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 Revalidation 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.

Programme Management

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

Each field of nursing will have a Professional Lead (PL) with responsibility for maintaining the integrity of professional content relevant to each field and the appropriate delivery of programme content for specific fields.

Operational decisions about programme delivery and organisation will be undertaken by Field Teams and 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 twice per year. Membership consists of the Award Lead, Professional leads, Director of Education, student representatives (StARs), managers representing partner Trusts, supervisors, Clinical Placement Facilitators and Service User and Carer representatives. Other individuals may be co-opted for attendance as required. Portions of the meeting may be closed to student representation.

The AMC has responsibility to monitor and co-ordinate course content based on best evidence according to local and national need, monitor and co-ordinate course delivery and curriculum compliance, monitor the consistency, equity and effectiveness of assessment processes, receive and discuss examination questions/assessments prior to approval by external examiners on an annual basis, receive and discuss course plans on an annual basis, 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 student 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 Director of Undergraduate Programmes and Director of Education, Marketing, and Admissions, and encompasses both internal and external quality developments and reviews.

External Quality Review NMC Reviews:

The School has received 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.

Institute for Apprenticeships (IFA):

As this programme is approved as an apprenticeship it will also meet the quality standards of the ESFA.

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 pre-registration programmes, 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 programme operation group meeting
- Students' individual and anonymous evaluations are recorded for each clinical practice module
- Collation of placement evaluations by Practice Placement Quality Lead
- Clinical colleagues receive placement evaluations via Link Lecturers and Clinical Placement Facilitators
- Actions taken as a result of module and placements presented at Student Staff Voice Committee / nursing forum.
- Meetings with AM/A's and through collation of tripartite interview summaries.

Quality management of assessments:

- Management of assessments is overseen by the Programme Team.
- Assessments align with module aims and learning outcomes.
- Assessment briefs 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 by Academic Assessors. A report is presented to the School Education Committee by the Placement Quality Lead.
- Student practice evaluations are discussed with Senior Nurse Representatives and Placement Quality Lead tri-annually.
- Operational groups review assessment processes throughout the year

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.
- Monthly internal quality reviews by School Education Committee
- University Revalidation of School of Nursing and Midwifery takes place on a five year cycle.
- University Annual Programme review process.
- Ongoing strategic service user involvement and action planning.
- Peer review of teaching

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

- Course operational groups.
- Award management meeting and annual programme review
- Student Staff Voice Committee/Nursing forum
- School Education Committee.
- School Award Board
- Field Team Meetings.
- Practice Partnership Meetings.
- Faculty Education Committee.
- Quality and Academic Standards Sub-Committee.

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.

External Examiners

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

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

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

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

20. The principles of programme design

Keele University policies and procedures have been utilised in the design of the programme and are referred to in the relevant sections. In addition to this specific national and local health, drivers alongside professional requirements have been factored into the proposal. This has been achieved through the establishment of a curriculum steering group, which involves key stakeholders, alongside a range of curriculum development subgroups and consultation meetings. The NMC Standards for pre-registration nursing education (NMC, 2018a, c, d, e) and the Nursing Degree Apprenticeship Standard (IFA 2018) have shaped the curriculum development process and are dealt with throughout this document. The programme design has been developed to be creative in developing a range of the theory and practice modules, which meet the new standards. By creating assessment opportunities in practice, this gives a balance of assessments across the curriculum. An initial reference document page has been provided to signpost readers to the specific sections of the documentation.

QAA subject benchmarks for nursing are met. Some additional NMC requirements that are not within specific sections of this document are detailed below:

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/employers meet bimonthly.
- Award Management Committee.
- Placement Quality Partnership meetings between the school PPQL and local CPF's.
- Annual Programme Review.
- Student Evaluation Review.
- Meetings between PQL/Apprenticeship Lead and relevant Trust Education Lead. moderation of practice assessment meetings.
- Service users and care engagement.
- Students

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 current Head of School regularly meets with the Chief Nurse or Director of Nursing within local NHS Trusts on a one-to-one basis. Regular Trust practice partnership meetings take place to gain feedback.

Consultation on curriculum development has taken place via all these mechanisms. 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 via occupational health clearance, references and a satisfactory criminal record bureau check. Any prospective student who has any identified health issues that may impact on their ability to engage with the programme and / or criminal conviction will be reviewed by the school Health and Conduct panel which has senior NHS Trust representation to determine suitability for the programme. 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/>).

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 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 Medicine and Health Sciences 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 Medicine and Health Sciences 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 preregistration students.

The School's policies and procedures are subject to Equality Impact Assessments through Keele University Human Resources Unit. 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

The Faculty of Medical and Health Sciences User and Carer Liaison group provides links to information that provides a backdrop from which we, in the SNaM, work together with SUCs (User and carer group - Keele University). Across the Faculty of Medicine and Health Sciences, we share our aims and terms of reference. The SUC group representatives link to the Faculty Service User and Carer strategy <https://www.keele.ac.uk/health/about/fuclg/>

Service Users and Carers (SUC) are representatives of the local community, who have lived experiences of past and current engagement with a broad range of healthcare services either as a service user and/or carer. We use the term 'service users' as people who are experts by experience, and the term 'carer' to refer to someone who provides, or has provided, support to a family member, partner, or friend.

The group members participate in many stages of the student journey including the design and delivery of courses, contribution to lectures and seminars, the production of re-useable learning materials such as patient stories, and research.

SUCs generously share their time, knowledge, and expertise from diverse lived experiences. They engage in open, authentic, and informed discussion with students and staff, ensuring that their voices are heard, and their experiences inform and improve the quality of the training programmes for all our students.

Some SUCs, particularly those with protected characteristics, such as ethnicity, are harder to reach. We actively seek to invite them to join us to ensure a diverse and inclusive approach to all SUC activity.

In line with policy expectations, we have a vision of embedding service user and carer (SUCs) involvement in all aspects of our business. We recognise that knowledge by experience, theory or indeed practice wisdom is of equal value and dynamic and supports a valuable learning opportunity for nursing and midwifery students. SUCs shared experiences of illness and healthcare are integral to programme delivery and key to the development of an empathic future nursing and midwifery workforce.

The School of Nursing and Midwifery is committed to supporting a SUC strategy that values and involves service users at all levels of programme development, clinical development, and research activities, to create a realistic and meaningful dimension to the facilitation of learning. The School is recognised for service user innovations providing a range of dynamic, clinically based, educational programmes to the highest standard to prepare students to meet the Nursing and Midwifery Council (NMC) Standards of proficiency for pre-registration nurse education. In addition, the knowledge and skills of those undertaking Continuing

Professional Development courses are enhanced by orientation to the service user experience empowering registered practitioners to challenge the publicly recognised barriers to achieve person centred care, empowering nurses as leaders and researchers of the future. Evidence based practice remains at the very core of our teaching, and research with service user involvement actively supported at undergraduate, postgraduate, doctorate and post doctorate level.

The continued aim of the User and Carer Strategy is to:

- Promote meaningful service user and carer involvement for student learning within the School of Nursing and Midwifery experience.
- Maintain a robust, user-driven innovative and dynamic curriculum and further develop interesting ways of involving service users and carers, including student recruitment, assessment, research, and clinical practice.
- Ensure the value and impact of service user and carer engagement is recognised across the school and wider community.
- Ensure the appropriate support is in place for all levels of involvement.
- Evaluate the impact of service user/carer involvement so that standards can be monitored and continuously improved.

This document has been drawn up with reference to, and in accordance with the guidance set out in the following:

Commissioning Board Chief Nursing Officer and Department of Health Chief Nursing Adviser. (2016). *Compassion in practice*. Retrieved September 12, 2022, from <https://www.england.nhs.uk/wp-content/uploads/2012/12/compassion-in-practice.pdf>

Chuang, S. (2021). The applications of constructivist learning theory and social learning theory on adult continuous development. *Performance Improvement*. 60(3), 6-14.

Department for Health and Social Care. (2021). *Integration and innovation: Working together to improve health and social care for all*. Retrieved September 12, 2022, from <https://www.gov.uk/government/publications/working-together-to-improve-health-and-social-care-for-all/integration-and-innovation-working-together-to-improve-health-and-social-care-for-all-html-version>

Health Education England. (2015). *The Shape of caring review (Raising the Bar)*. Health Education England: London.

Health Education England. (2015). *Nursing associate curriculum framework*. Health Education England: London.

Institute for Apprenticeships and Technical Education. (2022). *Nursing associate*. Retrieved October 20, 2022, from <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/NHS>. (2019). *The NHS long term plan*. Retrieved October 20, 2022, from <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>

Knowles, M. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.

Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs: Prentice Hall.

NHS England. (2016). *Leading Change, adding value: A framework for nursing, midwifery and care staff*. Retrieved October 20, 2022, from <https://www.england.nhs.uk/wp-content/uploads/2016/05/nursing-framework.pdf>

Nursing and Midwifery Council. (2018a). *Standards of proficiency for nursing associates*. Nursing and Midwifery Council: London.

Nursing and Midwifery Council. (2018b). *Part 1: Standards framework for nursing and midwifery education*.

Retrieved September 12, 2022, from <https://www.nmc.org.uk/standards-foreducation-and-training/standards-framework-for-nursing-and-midwifery-education/>

Nursing and Midwifery Council. (2018c). *Part 3: Standards for pre-registration nursing associate programmes*. Nursing and Midwifery Council: London.

Nursing and Midwifery Council. (2018d). *Part 2: Standards for student supervision and assessment*. Retrieved September 12, 2022, from <https://www.nmc.org.uk/standards-for-education-andtraining/standards-for-student-supervision-and-assessment/>

Nursing and Midwifery Council. (2019). *Quality assurance framework for nursing, midwifery, and nursing associate education*. Retrieved September 12, 2022, from <https://www.nmc.org.uk/globalassets/sitedocuments/edandqa/nmc-quality-assurance-framework.pdf>

Public Health England. (2018). *Learning disabilities: Applying All Our Health*. Retrieved September 12, 2022, from <https://www.gov.uk/government/publications/learning-disability-applying-all-our-health/learning-disabilities-applying-all-our-health>

Quality Assurance Agency for Higher Education. (2018). *UK quality code for higher education*. Retrieved September 12, 2022, from <https://www.qaa.ac.uk/quality-code>

Quality Assurance Agency for Higher Education. (2021). *Credit framework for England*. Retrieved September 12, 2022, from <https://www.qaa.ac.uk/quality-code/higher-education-credit-framework-for-england>

Skills for health. (2018). *Apprenticeship Standards*. Retrieved October 20, 2022, from <https://haso.skillsforhealth.org.uk/standards/>

21. Annex - Programme-specific regulations

Programme Regulations: Nursing Associate

Final Award and Award Titles	Foundation Degree (FDSc) Nursing Associate
Intermediate Award(s)	Foundation Degree Nursing Associate Certificate in Higher Education in Healthcare Studies
Last modified	March 2024
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

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
- There will be no compensation or condonement awarded for modules on the FDS Sc NA programme (NMC, 2018).
- 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.
- Practice assessments and competencies: Students are not able to proceed to the next year of study if they have not completed the part of the programme as set out in the NMC standards (2018) 7.5 -A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.

This programme varies from Regulation D2 (1.1.4, 1.2.4 and 1.6.4) - From the Academic Year 2023/24 onwards, the following will apply: the repeat year options outlined in the regulation will be subject to approval by the Progression and Award Board. In making decisions, the Progression and Award Board will offer repeat options based on the prospect of the student progressing or completing the failed modules or assessments. Students with approved exceptional circumstances will be granted repeat options, subject to the caveat noted below. For students without approved exceptional circumstances, Progression and Award Boards will take the following into account when making decisions: students should normally have achieved an average module mark on failed modules within 10% of the module pass mark and demonstrated engagement with their studies through an attendance record of at least 80% (not including reported absences) to be eligible for a repeat year option.

If it is identified that additional support is required, students will be guided towards the Support to Study process.

Where a repeat year or module option requires a clinical placement, this option may be deferred depending on placement capacity and students may be required by the Progression and Award Board to take a leave of absence until such time that the placements can be undertaken.

Additional Requirements:

Feedback on assessments is greater than 15 working days (Regulation D1.11.1)

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 practice

partners or (in the case of apprentices, the organisation employing the student). Such students may also be subject to the School's Health and Conduct arrangements.

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

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

A leave of absence or prolonged period of sickness may mean that a student may need to undertake a break in studies and rejoin another (following) 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.

All student discipline issues must be discussed with the employer.

Additional requirement 3: Nursing Regulations

To be awarded the relevant FdSc 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

Additional requirement 4: Regulations relating to placements

Students that miss or are unable to attend one or more placements and as a result are not be able to successfully fulfil the professional requirements of the year and progress to the next level of study, may be required by the board of examiners to take a leave of absence until such time (normally at the start of the next academic year) when they can re-join the programme and undertake the missing placements.

[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/>.

The knowledge Skills and behaviours required for the Nursing Apprenticeship have been mapped and are integrated into the programme, see below:

Link to KSB's document to follow to be included here

Version History

This document

Date Approved: 13 March 2024

What's Changed

Variation added to the regulations section regarding repeat options

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2023/24	CHARLOTTE HARPER	14 March 2023	
1.1	2022/23	CHARLOTTE HARPER	14 March 2023	To be added
1	2022/23	CHARLOTTE HARPER	26 September 2022	
1	2021/22	NICOLA WITTON	10 February 2021	
2	2020/21	CHARLOTTE HARPER		Change of owner as requested by Charlotte Harper 17/8/22.
1	2020/21	NICOLA WITTON	02 January 2020	
1	2019/20	NICOLA WITTON	02 January 2020	