

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth & Poole College	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits FdSc Nursing Associate 120 credits at level 4; 120 credits at level 5	
Intermediate award(s), title(s) and credits Cert HE Healthcare Studies 120 credits at level 4	
UCAS Programme Code(s) (where applicable and if known) .	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100290; 100476; 100473; 101322
External reference points <ul style="list-style-type: none"> • Framework for Higher Education Qualifications • Health Education England: Nursing Associate Curriculum Framework (2017) • Nursing Associate Apprenticeship Standard (2019) (ST0827) • The Care Certificate Framework (Standards) (2015) • QAA Characteristics Foundation Degree (2015) 	
Professional, Statutory and Regulatory Body (PSRB) links Nursing & Midwifery Council (NMC), co-joint validation NMC (2018) Standards of proficiency for Nursing Associates. London, NMC. NMC (2018) Part 1: Standards framework for nursing and midwifery education. London, NMC NMC (2018) Part 2: Standards for student supervision and assessment. London, NMC. NMC (2018) Part 3: Standards for pre-registration nursing associate programmes. London, NMC. Institute of Apprenticeships – Nursing Associate (NMC 2018) The NMC standards will require exceptions to standard BU Entry Regulations and undergraduate Assessment Regulations	
Places of delivery Bournemouth & Poole College	
Mode(s) of delivery Full time	Language of delivery English
Typical duration 2 years	
Date of first intake January 2021	Expected start dates September
Maximum student numbers Initially 20, rising to 50-60 over two-year	Placements A range of organisations across Dorset, including NHS Trusts and other local health and social care providers. Minimum 460 hours over 2 years
Partner(s) Not applicable	Partnership model Validation

Programme Specification – Section 1

Lead Provider Bournemouth & Poole College
Date of this Programme Specification March 2022
Version number v2.5-0925
Approval, review or modification reference numbers E192039 EC 2021 17, approved 22/03/2021 FHSS 2021 14, approved 24/03/2021 EC 2122 05, approved 15/11/2021 FHSS 2122 12, approved 23/03/2022, previously v2.1-0921 FHSS 2223 14, approved 16/03/2023, previously v2.4-0922
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Programme Specification - Section 2

PROGRAMME STRUCTURE

Programme Award and Title: FdSc Nursing Associate								
Year 1/Level 4								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Professional Values and Parameters of Practice	C	20		100%		30 hrs	2.1	100290
Approaches to Care	C	20		100%		30 hrs	2.1	100476
Communication and Interpersonal Skills	C	20		70%	30%	30 hrs	2.1	100473
Research, Development and Innovation 1	C	20		100%		30 hrs	2.1	100290
Delivering Nursing Care 1	C	20	Pass / Fail	Pass / Fail		30hrs	2.1	100290
Theory of Nursing Care 1	C	20		100%		30 hrs	2.1	100290
<p>Progression requirements: Requires 120 credits at Level 4, self-declaration of good health and character, and completion of a minimum of 85% of the standard practice placement hours for the academic year of study.</p> <p>Exit qualification: Cert HE Healthcare Studies requires 120 credits at Level 4.</p>								

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Year 2/Level 5								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Team-Working and Leadership	C	20		100%		30 hrs	2.1	100290
Duty of Care, Candour, Equality and Diversity	C	20		100%		30 hrs	2.1	100290
Supporting Learning and Assessment in Practice	C	20		100%		30 hrs	2.1	101322
Research, Development and Innovation 2	C	20		100%		30 hrs	2.1	100290
Delivering Nursing Care 2	C	20	Pass / Fail	Pass / Fail		30hrs	2.1	100290
Theory of Nursing Care 2	C	20	100%			30 hrs	2.1	100290

Exit qualification: FdSc Nursing Associate

Full time award: Requires 120 credits at Level 4, 120 credits at Level 5, a minimum of 2,300 hours of study, of which 1,150 hours must have been in practice/ simulation, and certified of good health and character

The award is an integrated degree apprenticeship. This type of degree includes an end-point assessment (EPA), marking the end of both the apprenticeship and foundation degree programmes, and the student must pass the EPA to complete the programme. Successful completion of both elements will confirm students' eligibility to apply for **registration with the Nursing and Midwifery Council** as a Registered Nursing Associate

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The programme aims to produce compassionate, competent and confident Nursing Associates, qualified at academic level 5, to deliver a wide range of clinical, care and inter-personal skills underpinned by a systematic knowledge base. They will be able to practice safely and effectively within their parameters of practice, demonstrating appropriate values and behaviours in a wide range of health and care settings, and be eligible to apply for professional registration as a nursing associate with the Nursing & Midwifery Council.

The overall aim of the programme is to produce nursing associates who can deliver high quality care in a variety of settings. Graduates will be prepared to the NMC (2018) standards and be capable of embracing evidence based humanised and person-centred care.

A core part of the programme is to ensure key values set out in the NMC standards are embedded within programme delivery to ensure person-centred care is central to the programme delivery and ethos.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The FdSc Nursing Associate is aligned to the BU 2025 vision, and the University's fusion agenda. The programme fulfils the key elements of the vision, providing education that advances knowledge, inspires learning and enriches society. The programme is based on the NMC standards (2018), specifically the standards of proficiency for nursing associates, and the programme design draws on the close collaboration with practice partners and the positive experience of running a successful nursing associate programme under HEE guidance, with a focus on providing an outstanding student experience. Students will have access not only to high quality academic experiences but also to a full range of extra-curricular activities as part of an already thriving college community. Students will be exposed to a variety of subject matter experts throughout the programme, with guest lecturers from practice education backgrounds providing valuable insight on common conditions, management and the 'real life' aspect of health and care.

The Nursing Associate Partnership Working Group has been established for several years, and includes representation from local NHS Trusts, from primary care and social care organisations, and from representatives of the private sector. Members of this group, together with service user representatives have been involved in the review of this programme. These established relationships are important in the maintenance of high-quality experiences, integrating academic and practice settings.

The FdSc Nursing Associate forms part of a higher-level apprenticeship and as such is a work-based programme. With this in mind the programme has been designed to enable students to immerse themselves in the real-world work environment, encouraging the transfer of academic knowledge into practice. As part of the FdSc Nursing Associate programme design process, much consideration has been paid to the academic learning environment. As such, modern, flexible working spaces with the most up to date learning technology will be used throughout the programme.

As the FdSc Nursing Associate is a work-based programme, the faculty has a responsibility to prepare students for a future within the role of Nursing Associate. The programme, however, has been designed with transferable skills in mind. The desire of some students to progress onto pre-registration programmes has been a factor in the design process, and this review has mapped the FdSc Nursing Associate programme level learning outcomes against the 2018 NMC Standards of proficiency for

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Registered Nurses to provide potential progression routes to registered nurse status for successful graduates.

Ultimately the FdSc Nursing Associate is a programme that has been designed to provide an excellent student experience, both academically, through workplace learning and extracurricular activities. Students will be encouraged to achieve through exposure to authentic learning experiences which encourage creativity and innovation, while recognising the importance of professional and personal responsibility in the health and care environment.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits. The Nursing and Midwifery Council (NMC) stipulate that the total programme hours and programme length are no less than 50 percent of the minimum programme hours required of nursing degree programmes, currently set under Article 31(3) of Directive 2005/36/EC.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Summative assessment per 20 credit unit should normally consist of 3,000 words or equivalent; in addition to summative assessment, formative assessment must be included in each unit to promote effective learning, but this does not contribute to the final unit mark and whilst feedback/feedforward is required it is not required to be independently marked or moderated. The feedback/feedforward provided may be self-assessed, peer assessed or tutor assessed.

Students will be introduced to the concept of the relationship between theory and practice. A blended approach to learning will be used, and students will be introduced to a range of self-managed resources within the virtual learning environment. Students will be expected to increasingly develop as learners during the programme and their intellectual skills will be developed through facilitated and self-managed learning activities. Initially this will be in the form of personal enquiry and small group discussion, supported by relevant research and current literature. Students will learn to reflect upon their own learning within written assignments and oral presentations. Specific assessment skills and intervention skills will be taught in practical skills sessions. Skill acquisition will be developed in practice settings under the supervision of practice supervisors and assessors. Students will be encouraged to develop a user focus within their practice. Students will take increasing responsibility for their work with opportunities in practice to develop skills in negotiation and collaboration through group work.

Assessment will focus on the integration of subject knowledge in both theory and practice, through written assignments, presentations, examinations, the assessment of clinical competence, reflection of practice and the development of a practice portfolio.

Intellectual skills will be assessed via coursework, including written assignments, group presentations and within practice placements.

Subject specific skills will be assessed within a range of written assessments and presentations, particularly those that involve case analysis and through assessment within practice placements.

Transferable skills will be demonstrated through the presentation of written and oral assessments. Communication skills, collaborative inter-professional working, and skills in leadership and supervision will also be assessed through elements of practice assessment.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff and others who have relevant expertise, including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians, and research students.

Staff delivering the programme include:

Programme Leader – An NMC registrant who leads the delivery of the programme and has overall responsibility for the academic assessment.

Academic advisor/ Assessor – an academic who provides academic and pastoral support in line with BU & BPC policy and NMC Standards for students' supervision and assessment (NMC 2018).

Unit Leader – Each unit will have an academic who acts as the expert in that field. They will also contribute to unit delivery.

University Practice Learning Advisors are BU staff who support supervisors and assessors in practice. They are responsible for undertaking learning audit and quality assurance of the practice learning environment in conjunction with the placement provider practice educator / learning education lead. The UPLA team is led by the Faculty Head of Practice Education.

Programme Support Team - a range of faculty student support staff offering Monday to Friday daytime support and a dedicated team of programme support offices who provide administrative staff.

Practice Assessor/Supervisor – Each student will have a Practice Assessor and Practice Supervisor based within their workplace/external placements who have undertaken preparation to support students in line with NMC Standards for student supervision and assessment (NMC 2018). These individuals will be responsible for providing support throughout placement as well as the assessment of NMC proficiencies.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

LEVEL 5/ INTENDED OUTCOMES

<p>A: Knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 5 learning outcomes:</p>
<p>A1 Professional values and parameters of practice in relation to the Nursing Associate role.</p> <p>A2 Communication theory and team working in health and care.</p> <p>A3 Care management approaches to nursing care and the related nursing associate interventions and pharmacology.</p> <p>A4 Research, development and innovation in health and care.</p> <p>A5 Anatomy and physiology across the lifespan, including common conditions and their management.</p> <p>A6 Continuing personal and professional development, utilising reflective practice and teaching and learning theory to support the health and care workforce</p> <p>A7 Person centred care using a humanising approach that respects equality, diversity, safeguarding and recognises the need for candour.</p> <p>A8 Leadership and change management in health and care.</p> <p>A9 Socio-economic factors, the wider determinants of health and ill health and the role of health promotion.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1-A9) • Seminars (A1-A9) • Small group work (A1, A2, A6, A7) • Course work essays (A1-A9) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Course work essays (A1-A9) • Group presentations (A2) • Closed book exams (A5) • Practice portfolio (A1-A9)
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate them level 5 learning outcomes:</p>
<p>B1 Critically reflect upon their own performance and develop an action plan.</p> <p>B2 Develop an argument/rationale by analysing information from a diverse range of sources</p> <p>B3 Construct a reasoned argument in both oral and written form.</p> <p>B4 Explore complex scenarios and draw upon clinical decision-making skills to make evidence based clinical judgements.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B2-B4) • Seminars (B1-B4) • Small group work (B1-B4) • Course work essays (B1-B4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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	<ul style="list-style-type: none"> • Course work essays (B1-B4) • Group presentations (B2, B3) • Practice portfolio (B1-B4)
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 5 learning outcomes:</p>
<p>C1 Deliver planned nursing care across the lifespan and in a range of health and care settings.</p> <p>C2 Support the registered nurse to assess, plan, deliver and evaluate nursing care.</p> <p>C3 Recognise and act upon in a timely manner, early signs of deterioration using appropriate physiological/psychological assessment and observation.</p> <p>C4 Take effective measures to prevent and control infection.</p> <p>C5 Administer medicines safely and in a timely manner.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Clinical skills sessions (C1-C5) • Lectures (C1, C2, C4, C5) • Seminars (C1-C5) • Course work essays (C1, C2, C4, C5)
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Course work essay (C1-5) • Closed book exams (C3) • Practice portfolio (C1-C5)
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 5 learning outcomes:</p>
<p>D1 Communicate clearly, accurately and effectively selecting the most appropriate communication method for a given situation.</p> <p>D2 Take responsibility for lifelong learning.</p> <p>D3 Use information technology to communicate, find, retrieve, store and present information.</p> <p>D4 Demonstrate respect for different cultures peoples and groups and work in a non-judgemental and anti-oppressive manner.</p> <p>D5 Locate, select and utilise evidence to assess risk and facilitate problem solving.</p> <p>D6 Undertake the supervision and teaching of others.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1-D6) • Seminars (D1-D6) • Small group work (D1-D6) • Course work essays (D1-D6)
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Course work essays (D1-D6) • Group presentations (D1, D3, D4, D5) • Practice portfolio (D1-D6)

LEVEL 4/Cert HE INTENDED OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 4 learning outcomes:</p>
<p>A1 The Nursing Associate role, and how it relates to other disciplines.</p> <p>A2 The importance of communication in health and care.</p> <p>A3 Approaches to nursing care and the related nursing associate interventions.</p> <p>A4 How research impacts on health and care.</p> <p>A5 Anatomy and physiology across the lifespan, including common conditions and their management.</p> <p>A6 Continuing personal and professional development utilising reflective practice</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1-A6) • Seminars (A1-A6) • Small group work (A1, A2) • Course work essays (A1-A6) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Course work essays (A1-A6) • Group presentations (A2,A6) • Practice portfolio (A1-A6)
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 4 learning outcomes:</p>
<p>B1 Reflect on their own performance and feedback</p> <p>B2 Develop an argument, using information from a range of sources</p> <p>B3 Present academic work in both oral and written form</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B2, B3) • Seminars (B1-B3) • Small group work (B2, B3) • Course work essays (B1-B3) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Course work essays (B1-B3) • Group presentations (B2, B3) • Practice portfolio (B1-B3)
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 4 learning outcomes:</p>
	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>C1 Support the delivery of planned nursing care in a range of health and care settings.</p> <p>C2 Understand the process of assessing, planning, delivering and evaluating nursing care.</p> <p>C3 Recognise early signs of deterioration using appropriate assessment and observation skills.</p> <p>C4 Demonstrate an awareness of measures to prevent and control infection.</p>	<ul style="list-style-type: none"> • Clinical skills sessions (C1-C4) • Lectures (C1, C2, C4) • Seminars (C1-C4) • Course work essays (C1, C2, C4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Course work essay (C1-4) • Practice portfolio (C1-C4)
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 4 learning outcomes:</p>
<p>D1 Communicate clearly across a range of health and care situations</p> <p>D2 Take responsibility for their own learning.</p> <p>D3 Use information technology to communicate, find, retrieve, store and present information.</p> <p>D4 Demonstrate respect for others, and work in a non-judgemental and anti-oppressive manner.</p> <p>D5 Understand the importance of evidence in developing practice</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1-D5) • Seminars (D1-D5) • Group presentations (D1-D5) • Course work essays (D1-D5) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Course work essays (D1-D5) • Group presentations (D1-D5) • Practice portfolio (D1-D5)

ADMISSION REGULATIONS

The regulations for this programme are the [Standard Undergraduate Admission Regulations](#) with the following exceptions:

- Evidence of capability in **literacy and numeracy** through appropriate UK qualification or equivalence as specified through current entry requirements.
 - Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are:
English language requirements International English Language Test System (IELTS) 7.0 overall (at least 7.0 in listening and reading sections and at least 6.5 in the writing and speaking sections) or Occupational English Test (OET)¹ grade B in listening and reading and writing and speaking.
- Satisfy through application and selection process suitability for Nursing Associate practice and **values and behaviours** in accordance with the NMC (2018) Code.
- **Occupational Health clearance**, through student self-declaration, GP statement and occupational health engagement including completion of relevant immunisations.
- Satisfy criminal conviction checks including the **Disclosure and Barring Service** (DBS) at an enhanced level.
- In line with NMC guidance (NMC 2018) a maximum of 50% **recognition of prior learning** is permitted for those without a current NMC first or second level nursing registration.

Recognition of Prior Learning (RPL)

All applicants for RPL will be individually assessed and must also meet the entry requirements of the programme. A student may be admitted to the programme with specific credit provided that they can demonstrate that they have met the intended learning outcomes of the relevant unit(s) at the required level. The total RPL permitted will not exceed a maximum of 50% of the programme, provided that all requirements are met in full. For first and second level nurses registered with the NMC, RPL is permitted to the maximum allowed in University regulations, provided that all requirements including professional requirements are met in full.

PROGRESSION ROUTES

The Nursing Associate role is seen as a career grade in its own right, but students who have successfully completed the FdSc Nursing Associate would have the opportunity to progress onto a programme that leads to Registered Nurse status, for example the BSc (Hons) Nursing programme at Bournemouth University.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved progression route(s) for this programme may be subject to change. Where this happens, students will be informed and supported by the Faculty as early as possible.

³ OET tests only accepted if taken from February 2016 See <https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/accepted-tests/>

ASSESSMENT REGULATIONS

The regulations for this programme are the [Standard Foundation Degree Assessment Regulations](#) with the following approved exceptions, which align the programme with the requirements of the Nursing and Midwifery Council (2018)

COMPENSATION (Section 7)

- No **compensation** is permitted (NMC requirement 5.16 Standards framework for nursing and midwifery education May 2018). A pass mark is required in all defined elements of summative assessment for each individual unit.
- **Progression** from one year of study to the next must include:
 - completion of self-declarations of good health and character, as well as the standard achievement of 120 credits.
 - completion of a minimum of 85% of the standard practice placement hours for that academic year of study.
- In exceptional circumstances a student may be permitted to **progress** into the next year of study with an outstanding submission/ resubmission. That student proceeds at risk, failure of the submission/ resubmission will require the student to interrupt and await the outcome of the next Assessment Board.

PROVISION FOR FAILED CANDIDATES (Section 12)

- The **carrying of credit** is not permitted. Students may be permitted to repeat unit(s) in line with the standard regulations but cannot progress onto the next academic level/ part until the repeat unit is successfully completed, this will ordinarily be at the start of the next academic year following the Assessment Board ratification of the repeat unit(s).

CLASSIFICATION (Section 11)

- To be eligible for the **award** of FdSc Nursing Associate, students must achieve:
 - 240 credits
 - a minimum of 2,300 hours of study, of which 1,150 hours have been in practice/ simulation.
 - Certified of good health and character.
- The award is an integrated degree apprenticeship. This type of degree includes an end-point assessment (EPA), marking the end of both the apprenticeship and foundation degree programmes, and the student must pass the EPA to complete the programme. Successful completion of both elements will confirm students' eligibility to apply for **registration with the Nursing and Midwifery Council** as a Registered Nursing Associate Cert HE and Aegrotat awards, will not confer eligibility to register and will be titled 'Health Care Studies'.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO (ST0827/AP09).

At the final examination board the external examiner/EPA assessor will confirm that the student has met the required EPA criteria to allow progression to the nursing associate register.

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The criteria are as follows

1. Confirmation by the employer and the University that the student has consistently demonstrated that they have met the knowledge, skills and behaviours outlined within the occupational standard.
2. Achievement of English and Maths at Level 2.
3. Successful completion of all programme units, and the mandatory 720 hours protected learning time and a minimum 460 hours of external practice placements.
4. Practice Assessment Documentation completed and signed off by the practice assessor and the academic assessor.
5. Completion of the requisite Declaration of Health and Good Character.

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																							
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
LEVEL 4	Professional values and parameters of care	X	X	X							X	X	X					X		X	X	X	X	X	
	Approaches to care	X		X			X				X	X	X		X	X				X	X	X	X	X	
	Communication and interpersonal skills		X	X			X				X	X	X		X	X	X			X	X	X	X	X	
	Research, development and innovation 1	X	X	X	X		X				X	X	X			X				X	X	X	X	X	
	Delivering nursing care 1	X	X	X	X	X	X				X	X			X	X	X	X		X	X	X	X	X	
	Theory of nursing care 1	X	X	X	X	X	X				X	X	X		X	X	X	X		X	X	X	X	X	
LEVEL 5	Team-working and leadership	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Duty of care, candour, equality and diversity	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Supporting learning and assessment in practice	X	X	X			X		X		X	X	X	X						X	X	X	X	X	
	Research, development and innovation 2	X	X	X	X	X					X	X	X	X		X				X	X	X	X	X	
	Delivering nursing care 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Theory of nursing care 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of: A1 Professional values and parameters of practice in relation to the Nursing Associate role. A2 Communication theory and team working in health and care. A3 Care management approaches to nursing care and the related nursing associate interventions and pharmacology. A4 Research, development and innovation in health and care. A5 Anatomy and physiology across the lifespan, including common conditions and their management. A6 Continuing personal and professional development, utilising reflective practice and teaching and learning theory to support the health and care workforce A7 Person centred care using a humanising approach that respects equality, diversity, safeguarding and recognises the need for candour. A8 Leadership and change management in health and care. A9 Socio-economic factors, the wider determinants of health and ill health and the role of health promotion.										C – Subject-specific/Practical Skills This programme provides opportunities for students to: C1 Deliver planned nursing care across the lifespan and in a range of health and care settings. C2 Support the registered nurse to assess, plan, deliver and evaluate nursing care. C3 Recognise and act upon in a timely manner, early signs of deterioration using appropriate physiological assessment and observation. C4 Take effective measures to prevent and control infection. C5 Administer medicines safely and in a timely manner.															
B – Intellectual Skills This programme provides opportunities for students to: B1 Critically reflect upon their own performance and develop an action plan. B2 Develop an argument/rationale by analysing information from a diverse range of sources B3 Construct a reasoned argument in both oral and written form. B4 Explore complex scenarios and draw upon clinical decision-making skills to make evidence based clinical judgements.										D – Transferable Skills This programme provides opportunities for students to: D1 Communicate clearly, accurately and effectively selecting the most appropriate communication method for a given situation. D2 Take responsibility for lifelong learning. D3 Use information technology to communicate, find, retrieve, store and present information. D4 Demonstrate respect for different cultures peoples and groups and work in a non-judgemental and anti-oppressive manner D5 Locate, select and utilise evidence to assess risk and facilitate problem solving. D6. Undertake the supervision and teaching of others.															