

**Course Specification**

<b>A. Course Information</b>				
<b>Final award title(s)</b>	<b>FdSc Nursing Associate (Apprenticeship)</b>			
<b>Intermediate exit award title(s)</b>	Certificate of Higher Education – Healthcare (non-registerable)			
<b>UCAS Code</b>	<b>NA</b>	<b>Course Code(s)</b>	5575	
	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>	Institute of Vocational Learning			
<b>Course Director</b>	Monica Catelinet			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other:			
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Part time	2 years integrate d EPA	Four fixed intakes in October, January, April and July.	Two years from month of course
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Not eligible for tier 4			
<b>Approval dates:</b>	Course(s) validated / Subject to validation		FDSc Nursing Associate (Apprenticeship)	
	Course specification last updated and signed off		September 2022	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Nursing and Midwifery Council			
<ul style="list-style-type: none"> <li><b>Reference points:</b></li> </ul>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations LSBU Core Skills Policy LSBU Mission and Corporate Plan Academic Quality and Enhancement Website		
	External	<ul style="list-style-type: none"> <li>• QAA Quality Code for Higher Education 2018</li> <li>• Framework for Higher Education Qualifications</li> <li>• Competitions and Markets Authority</li> <li>• SEEC Level Descriptors 2021</li> <li>• OfS Guidance</li> <li>• Subject Benchmark Statements: Nursing (QAA, 2001)</li> </ul>		

		<ul style="list-style-type: none"> <li>• UK Quality Code – Framework for Qualifications in Higher Education. Foundation Degree benchmark statements (QAA)</li> <li>• Code of Practice for the Assurance of Academic Quality and Standards in Higher Education</li> <li>• Standards of proficiency for Nursing Associates (NMC, 2018) <a href="#">Nursing Associates Programme Standards</a></li> <li>• Part 1: Standards framework for nursing and midwifery education (NMC, 2018)</li> <li>• Part 2: Standards for student supervision and assessment (NMC, 2018)</li> <li>• Part 3: Standards for pre registration nursing associate programmes (NMC, 2018)</li> </ul> <p><b>For SHSC</b></p> <ul style="list-style-type: none"> <li>• The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC 2018)</li> <li>• Francis Report, Report of the Mid-Staffordshire</li> <li>• NHS Foundation Trust Public Inquiry, 2012;</li> <li>• The Cavendish Review: An independent review into Healthcare Assistants and Support Workers in the NHS and Social Care setting, 2013; The Talent for Care, a national strategic framework, 2014</li> <li>• Apprenticeship standard and assessment plan for Nursing Associate (2018)</li> <li>• Model apprentice job description for the Nursing Associate role HEE Nov 2016</li> <li>• Shape of Caring (Raising the Bar) HEE Mar 2015</li> <li>• Leading Change: Adding value, A framework for nursing, midwifery and care staff NHS England May 2016</li> <li>• Five year forward view NHS England May 2014</li> <li>• NHS Operational Planning and Contracting Guidance 2017 – 2019 NHS England Oct 2016</li> <li>• Sustainability and Transformation Plans (STP) for STPs in London including North east London, South London and others as relevant.</li> <li>• <a href="https://www.gov.uk/guidance/apprenticeship-funding-rules#the-latest-rules-2018-to-2019">https://www.gov.uk/guidance/apprenticeship-funding-rules#the-latest-rules-2018-to-2019</a> accessed 13.6.19</li> <li>• <a href="https://www.instituteforapprenticeships.org/">https://www.instituteforapprenticeships.org/</a> accessed 13.6.19</li> <li>• <a href="https://www.gov.uk/guidance/sfa-funding-rules">https://www.gov.uk/guidance/sfa-funding-rules</a></li> <li>• accessed 20.6.19</li> </ul>
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**B. Course Aims and Features**

<p><b>Distinctive features of course</b></p>	<p>The creation of the Nursing Associate is a landmark innovation for the nursing and care professions. The introduction of this new role has been welcomed by a broad spectrum of health and social care stakeholders, all of whom want a defined highly trained support role to help Registered Nurses deliver effective, safe and responsive care. The Nursing Associate will also play a key part of the multi-disciplinary workforce that is needed to respond to the future needs of the public and patients.</p> <p>The course has been developed to ensure that student nursing associates are prepared to successfully meet the <i>Standards of proficiency for nursing associates</i> (NMC 2018) together with the <i>Apprenticeship Standards for Nursing</i></p>
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	<p><i>Associates</i> (IATE, 2019) at the point of registration. The NMC standards specify the knowledge and skills that Nursing Associates must demonstrate when caring for people of all ages and across all care settings and comprise six platforms and two annexes. The role of the Nursing Associate in the 21<sup>st</sup> century is to provide care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own homes, in the community or hospital or any health care setting</p>
<p><b>Course Aims</b></p>	<p>The FDS Sc Nursing Associate course aims</p> <ol style="list-style-type: none"> <li>1. Ensure that the nursing associate achieves all the proficiencies for Nursing Associates (NMC, 2018) together with the Apprenticeship Standards for Nursing Associates (IATE, 2019) at the point of registration</li> <li>2. Develop compassionate, confident, resilient and competent practitioners who practise autonomously, compassionately, skilfully and safely while maintaining dignity and promoting health and wellbeing for patients with physical and mental health needs across the lifespan</li> <li>3. Develop staff who to implement best evidence based knowledge</li> <li>4. Foster independence in learning and commitment to lifelong learning opportunities</li> <li>5. Develop the qualities and transferable skills necessary for employment as a registered nursing associate</li> <li>6. Produce staff who are highly employable</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<p>The NMC standards specify the knowledge and skills that Nursing Associates must demonstrate when caring for people of all ages and across all care settings and comprise six platforms and two annexes. The role of the Nursing Associate in the 21<sup>st</sup> century is to provide care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own homes, in the community or hospital or any health care setting.</p> <p><b>A. Students will have knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>A1. The underpinning biosciences as applied to the health, ill health and disabilities of patients in all settings throughout their life span.</li> <li>A2. Physical and mental health conditions that affect patients throughout their life span, including current treatments and management.</li> <li>A3. The planning of care for patients and their carers/families, taking in to consideration the importance of partnership working, shared decision-making, and recognising personal belief systems and values.</li> <li>A4. The upholding of the rights of patients and their families within the context of care, while safeguarding vulnerable individuals.</li> <li>A5. Working in partnership, specifically with patients across the lifespan, families, carers and other health and social care workers and professionals</li> <li>A6. Caring for patients with disabilities, chronic and complex care needs, ensuring care is individualised, unique and delivered with appropriate safe adjustments.</li> <li>A7. Principles of evidence based practice, including reflection, appraisal and application within nursing practice.</li> <li>A8. How evidence based practice and research processes can be used to improve the quality of nursing practice and standards of care.</li> <li>A9. Approaches to leadership and management and the implications of these in the context of healthcare.</li> <li>A10. Health promotion and illness prevention strategies.</li> </ol>

**B. Students will develop their intellectual skills such that they are able to:**

- B1. Evaluate the impact of social, cultural, spiritual, legal, political and economic factors on care and care delivery to patients across the lifespan and their carers and families.
- B2. Engage with digital technology and recognise the role of this within contemporary health care settings, as well as the social impact and implications for communication.
- B3. Explore contemporary research and evidence that underpins nursing practice in a variety of settings.
- B4. Demonstrate independent thinking, critical reflection, problem solving and creativity as safe practitioners.
- B5. Effectively communicate with patients across the lifespan, their families and other carers

**C. Students will acquire and develop practical skills such that they are able to:**

- C1. Practise to meet the requirements of The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018) to meet public and professional expectations.
- C2. Confidently meet the proficiencies for pre-registration nursing associate education (NMC, 2018) to ensure delivery of safe nursing care
- C3. Act with professionalism and integrity, and work within agreed professional, ethical and legal frameworks and processes to maintain and improve standards.
- C4. Assess, plan, deliver and monitor care in hospital in a variety of settings using the best available evidence base.
- C5. Practise in a compassionate, respectful way, maintaining dignity and well-being for patients across the lifespan and their families while communicating effectively using a wide range of strategies and interventions.
- C6. Recognise when patients may be or in need of extra support and protection and take all reasonable steps to protect them.

**D. Students will acquire and develop transferrable skills such that they are able to:**

- D1. Demonstrate self-awareness and recognise how their own values, principles and assumptions may affect their practice.
- D2. Demonstrate compassionate, competent, appropriate and adaptable communication skills both verbal and non-verbal using a variety of media.
- D3. Demonstrate developing leadership skills to supervise and manage others and contribute to planning, designing, delivering and improving current care and future services.
- D4. Maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.
- D5. Work effectively across professional and agency boundaries, and co-ordinate smooth effective transition within and between services and agencies.

**C. Teaching and Learning Strategy**

Students are in placement for 4 days of the week where they will be learning whilst at work. The conceptual underpinnings of work-based learning have long and well established roots that have been further developed and refined subsequently. In terms of impact and value, "there is a growing body of evidence to indicate that work-based learning of various kinds is effective in increasing adult participation in higher education and in developing the capability of individuals and organisations."

Lester, S and Costley, C, (2010) Work-based learning at higher education level: value, practice and critique, *Studies in Higher Education* 35 (5), pp561-575,

The programme will use a working definition of work-based learning as:

‘A definition for the higher education level could involve any (or all) of the following work-based learning types; learning through work, learning for work and learning at work.’

Gray, D. (2001), *A Briefing on Work Based Learning*, LTSN Generic Centre Assessment series, 11,

All modules will deliver content across the lifespan from birth to death for all workplace settings e.g. mental health, learning disability, child and young people, adult primary, secondary and tertiary care.

Learning outcomes are stated from a generic perspective, modular content will consider service users’ age and appropriate care settings in the delivery of teaching and learning activities.

Those who teach on the programmes are all registered health or social care professionals with the majority of the academic staff being registered with the NMC or relevant professional bodies. Academic staff will utilise their clinical and professional knowledge and experience to support their teaching. A blended learning approach will be utilised to enable students to experience high quality teaching via a hybrid mode of delivery - a combination of online and on-campus teaching. Lectures will be used to introduce and provide new information and update existing knowledge, encouraging students to engage in active debate. Content will be based on current best evidence. Structured reading/guided study will be given to support key lectures, as well as online activities to develop/update knowledge and encourage independent learning.

Online teaching will be interactive providing students with opportunities to engage and ask questions. Online platforms such as Microsoft Teams, WebEx, Zoom and Moodle will be used to deliver live online teaching sessions. To further promote learning students will be provided with online material, pre-session activities and a variety of blended learning through the virtual learning environment. For small group sessions enabling, ‘the flipped classroom’ approach will encourage students to prepare for critical debate and discussion. The virtual learning environment will be utilised for e-activities, including discussions amongst students, quizzes, critique, literature searching and assessments, where permitted.

On campus sessions will include smaller classes such as seminars and practical activities such as taking part in clinical skills sessions. Individual and group class sessions will enable critical thinking and reflection in collaborative care. Tutorials will allow students the opportunity to develop their intellectual skills through discussion, questioning and synthesis. This will include reflection on practice-based issues to develop problem-solving skills. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting. Group tutorials and formative assessments will be placed in all modules to ensure students can check their progress. Practical skills are developed through practical, skills-based sessions and problem-based approaches. This will also be achieved through role modelling in practice learning environments and engagement in practice workshops in both high and low fidelity simulation within the clinical skills laboratories.

## D. Assessment

### Formative assessment

Formative assessment is designed to guide each student towards successful completion of summative assessment. Formative assessment is planned into the timetable in order that students receive feedback at the appropriate time before completing the assignment.

Formative assessment feedback may be given in writing, verbally one-to-one or in a group, through the VLE or by student self-assessment. The method of feedback will be determined by the assessment task but should help each student to assess individual abilities, gain an understanding of strengths and weaknesses and prepare for the summative work. If there is a written element to a formative assignment, it MUST be submitted via VLE and feedback will be given by VLE.

### Summative assessment

Summative assessment occurs at the end of each module. Summative assessment is the task for which the student will be given a mark, which will contribute towards the academic profile, and ultimately the award. Details of the assessment task, criteria against which each student will be assessed and expected timeframe for feedback in module guides. Formal feedback will be available in writing within 15 days of submission. Assessment methods are specified in each module descriptor with details in the individual module guides; these are designed to cover the module and course learning outcomes. These are mapped to the NMC standards (2018) and assessed through a variety of methodologies.

These include:

- Practice scenarios and OSCEs to provide a simulated experience in which knowledge and skills can be demonstrated
- Achievement of identified competencies related to specific job role using a Practice Assessment document
- Care and case presentations included assessed interviews to develop skills in articulating knowledge and decision making processes.
- Examinations to test underpinning knowledge.
- Oral presentations, to allow the student to demonstrate their ability to make practice focussed decisions based on their assessment and interpretation.
- Written assignments designed to reflect work place demands for literacy skills

All modules must be passed to achieve award.

### End point assessment requirement

Registered nursing associates are subject to statutory regulation by the Nursing and Midwifery Council (NMC). The NMC sets the standards of competence required for entry to the professional register and these are the occupational standards for registered nursing associates. The NMC also has the statutory duty to set requirements of programmes necessary to support the achievement of the knowledge, skills and behaviours (KSBs) in the occupational standard. The apprenticeship standard and the delivery of the apprentices training must be aligned to all relevant NMC standards to ensure that apprentices are eligible for entry to the NMC register on completion. It is against the law for anyone to work as a registered nursing associate without being registered with the NMC.

The purpose of an integrated end point assessment ([EPA](#)) is to test the values, skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standards and to confirm that the apprentice is occupationally competent. The integrated end point assessment comprises the

- Examination board-to award the NMC approved qualification of which an external examiner must be present.
- The end- point assessment organisation will conduct the EPA.

- The apprentice has met the NMC standards of proficiency for registered nursing associates (NMC, 2018) and the requirements for the declaration of good health and character (Apprenticeship standard ST0827 (Institute for Apprenticeships and Technical Education (2021)).

The EPA may only start once the employer and the University are satisfied that the apprentice is consistently working at or above the level set out in the occupation standard. Additionally, the apprentice must prior to the Award and Progression Board have:

- Achieved English and Mathematics at Level 2
- Completed all modules including mandatory protected learning time and a minimum of 460 hours of external practice placements.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course apart from those listed below.

[http://www.lsbu.ac.uk/data/assets/pdf\\_file/0008/84347/academic-regulations.pdf](http://www.lsbu.ac.uk/data/assets/pdf_file/0008/84347/academic-regulations.pdf)

#### **School specific**

The school follows the university regulations apart from:

#### **Protocol Fail, Condonement or Compensated Pass**

- Protocol fail, Condonement or compensated passes are not permitted for students within IHSC

#### **PROTOCOL FOR THIRD ATTEMPTS**

This to apply on for exceptional third attempt at a single assessment in the final year and may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

#### **Eligibility criteria**

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

#### **Non-eligibility criteria**

1. ~~Post-registration courses and Apprenticeship courses~~
2. CPPD stand alone modules

## F. Entry Requirements

The Nursing and Midwifery Council stipulate selection, admission and progression requirements for entry to approved nursing associate programmes. The requirements can be seen in <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-programme-standards.pdf>

### LSBU requirements for all students

- Candidates will normally require Level 3 qualifications equivalent to 64 UCAS points
- Candidates must also hold a Level 2 Maths and English qualifications (GCSE grade A\* - C / new tariff grade 4 or above)
- OH clearance and DBS clearance – see details below
- Aged over 18 on first day of programme

### LSBU additional requirements for all apprentices

- Manager's written recommendation
- Application via on line portal
- For apprentices with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3.
- A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### Occupational Health (OH)

Acceptance on the programme is always conditional upon successful occupational health clearance. Students are required to undergo a health assessment as a pre-requisite to completing their enrolment on programme in order to ensure that students are 'fit' to undertake their course of study and to attend practice learning opportunities.

### Criminal Convictions

The programme is exempt from the Rehabilitation of Offenders Act (1974). All candidates are subject to the Disclosure Barring Service (DBS) enhanced disclosure to facilitate safer recruitment and to protect service users, children and vulnerable adults.

The School requires all candidates to complete a Declaration of Character and Conduct form at final application stage and declare any previous convictions, cautions, warnings or reprimands. If the decision is made at interview to offer a candidate a place on the course, the declaration is reviewed. Where an applicant has declared any convictions, cautions, reprimands or warnings the details are sent to the School to review.

<https://www.nmc.org.uk/standards/code/read-the-code-online/>

## G. Course structure(s)

### Course overview

The course will consist of a two-day induction programme followed by one day a week attendance for 40 weeks of the two years. The other 4 days will be in practice settings where the student will be able to apply their developing knowledge base and skills practice to real world situations under supervision. Apprentices are in full-time employment with a minimum of 20% of that employment spent in off the job training.

Apprentices and sponsored students will be in full time employment and will be able to take leave as required up to their total allowance during inter modular weeks as identified in the course plan. Apprentices will attend placements as required by NMC curricula, employer and placement provider sites.

Entry to the second year is dependent on successful completion of year one.



## Foundation Degree (FdSc) Nursing Associate

As there are multiple entry points (October, January, April July) in the year the traditional semester approach is not applicable. One module is undertaken at a time. Student feedback for this approach has been positive and it has been recognised as beneficial to employers for retention on programme.

Nursing Associates will have 2300 hours devoted to structured learning activities over a two-year programme.

All modules deliver content across the lifespan for all workplace settings. Learning outcomes are stated from a generic perspective and considers service users' age and appropriate care settings. One module is undertaken at a time to enable apprentices to embed learning and link theory to practice as the Practice Assessment Document is linked with module learning outcomes.

All modules are compulsory and are to be undertaken in the order specified

### Year 1

year	Module title	level	Credits
FNA_4_001	Health and Wellbeing 1	4	40
FNA_4_002	Care of the Deteriorating Person	4	20
FNA_4_003	Pharmacology for Nursing Associates 1	4	20
FNA_4_004	Teamworking and Leadership	4	20
FNA_4_005	Practice Assessment Document for NA year one	4	20

### Year 2

FNA_5_001	Supporting Learning + Improvement in Practice	5	20
FNA_5_002	Health and Wellbeing 2	5	40
FNA_5_003	Complex Clinical Pathways	5	20
FNA_5_004	Pharmacology for Nursing Associates 2	5	20
FNA_5_005	Practice Assessment Document for NA year two	5	20

## Practice learning information for apprentices

**These students will follow** NMC programme standards - Option B: nursing associate students who are on work-placed learning routes:

- 3.5.2.1 are released for at least 20 percent of the programme for academic study
- 3.5.2.2 are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- 3.5.2.3 protected learning time must be assured for the remainder of the required programme hours.

### This will be met by:

- Apprentice nursing associates will be employed in either a health and/or care settings. The **home placement** will be in the setting where the apprentice is employed.

Requirement	Percentage	Minimum hours	Hours at LSBU
Academic study	20%	460	660
External practice placements	20%	460	960
Protected learning time for remainder of required programme hours	NA	remainder	682.5
<b>TOTAL</b>		<b>2300 hours</b>	<b>2302.5 hours</b>

While all settings should enable apprentice nursing associates to achieve the learning outcomes, specific learning outcomes are associated with external placements. These may include:

- i. exploring new and different emphases in working holistically with individuals in settings different from the apprentice nursing associate's home placement
- ii. gaining a greater appreciation of unfamiliar roles and services
- iii. gaining an improved understanding of more strategic and wider considerations in health and care
- iv. gaining insight across pre-life to end-of-life care
- v. understanding of nursing across different settings and the perspectives and care pathways of individuals, their families and/or carers in these settings

### Placements information

Please see attached plan

### H. Course Modules

All modules are compulsory/core.

Year	Module title	Level	Credits	Assessment
yr 1	Health and wellbeing 1	4	40	<p>CW1. The student will be required to create a resource about ONE long term condition. The long term condition must relate to their placement area.</p> <p>1500 words or equivalent Weighting = 50% Pass Mark = 40%</p> <p>EX1: 1 hour unseen examination. This will comprise short answer questions Weighting = 50% Pass Mark = 40%</p> <p>Both elements of assessment must be passed to pass the module</p>
yr 1	Care of the Deteriorating person	4	20	<p>Objective Structured Clinical Examination, (OSCE) related to a specific patient scenario. 1 hour in total Weighting = 100% Pass Mark = Pass/Fail</p>
yr 1	Pharmacology for nursing associates 1	4	20	<p><b>Exam 1:</b> Numeracy test paper of 20 questions (30 minutes) 50% pass mark 20% weighting</p> <p><b>Coursework 1:</b> 2000-word case study assignment. Weighting = 80% Pass Mark = 40%</p> <p>Both elements of assessment must be passed to pass the module</p>
yr 1	Team working and leadership	4	20	<p>CW1: Analysis of self-assessment and discussion of areas of strength and areas for development across all 5 domains of the tool.</p> <p>3000 words Weighting = 100%      Pass Mark = 40%</p>

yr 1	Practice learning assessment document for year one	4	20	<p>This module will be assessed through the summative achievement of the Attitudes and Behaviours and the Clinical and Care Skills within the Practice Learning Document, Year One.</p> <p>100% weighting      PASS / FAIL</p>
yr 2	Supporting learning + improvement in practice	5	20	<p><b>CW1:</b> The student is required to plan and deliver a short teaching session to a colleague (practice assessor or practice supervisor) in their area of employment. The teaching session will focus on a service improvement initiative, identified by the student.</p> <p>The service improvement initiative and feedback on the teaching session will form the basis for a critical reflective assignment, using a named model. The reflection must demonstrate how unwarranted variation was addressed.</p> <p>2500 words Weighting = 100% Pass Mark = 40%</p>
yr 2	Health and wellbeing 2	5	40	<p><b>EX1:</b> 1hour unseen written exam. This will comprise short answer questions</p> <p>Weighting = 50% Pass Mark = 40%</p> <p><b>CW1:</b> 1500 words written assignment relating to a global public health issue</p> <p>Weighting = 50% Pass Mark = 40%</p>

yr 2	Complex clinical pathways	5	20	<p><b>EX1:</b>Objective Structured Clinical Examination,(OSCE) related to a specific patient scenario:</p> <ol style="list-style-type: none"> <li>1. a non-invasive procedure</li> <li>2. an invasive procedure</li> </ol> <p>This will include: documentation of care given lasting one-hour scenario and thirty minutes completion of documentation. Weighting=100% Pass Mark =Pass/Fail</p>
yr 2	Pharmacology for nursing associates 2	5	20	<p><b>EX1:</b> Objective Structured Clinical Examination,(OSCE) related to a specific patient scenario</p> <p>Weighting 50% Pass Mark = Pass/ Fail</p> <p><b>EX2:</b> Numeracy test paper of 20 questions (30 minutes)</p> <p>Weighting 50% Pass Mark = Pass/ Fail</p> <p>Both assessments must be passed to achieve a pass in this module</p>
yr 2	Practice assessment document for NA year two	5	20	<p>CW1: completed Pan-England Practice Assessment Document yr 2 and OAR</p>

### **I. Timetable information**

Students receive a personalised course plan for the 2 years on commencement of programme.

These are also available on VLE for students and shared with employers.

Students attend University on the same day for the entire programme

Timetables for specific modules will be available on Moodle (Virtual Learning Environment) for students to view prior to and during the module.

Students will have access to their electronic timetables once fully enrolled on their programme.

Duty rotas will be made available by the placement area that the student is placed in and will need to be shared with employers.

### **J. Costs and financial support**

#### **Course related costs – apprenticeship**

Course fees are paid via the Apprenticeship level or via non-levy arrangements and agreed via the tendering process according to ESFA funding rules.

#### **ESFA requirements**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/720827/1819\\_Provider\\_Rules\\_CL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/720827/1819_Provider_Rules_CL.pdf) accessed 4.7.18

Students are expected to fund learning materials for their personal use.

### **List of Appendices**

Appendix A	Curriculum Map
Appendix B	Mapping of Nursing Associate NMC Standards of Proficiency (2018) to NA Apprenticeship Standard – separate document
Appendix C	Educational Framework (undergraduate courses)
Appendix D	Terminology

## Appendix A. Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Programme outcomes																
Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5
Health and wellbeing 1	FNA_4_001	TDA	TDA	TDA	TD	TDA	TDA	TD	TDA	TD	TDA	TDA	T	TD		TDA
Care of the deteriorating person	FNA_4_002	TA	TA	TD	TD	TD	TDA	TD				TD	T	T		TDA
Pharmacology for nursing associates 1	FNA_4_003	TDA	TDA	TD	TDA	TD	TD	TD	T		T	T	T	T		TDA
Team working and leadership	FNA_4_004			TD		TDA		TDA	TDA	TDA			TDA	TDA	T	TD
Practice Assessment Document yr 1	FNA_4_005	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Supporting learning and improvement in practice	FNA_5_001	TDA	TA	TA		TDA	TDA	TDA	TDA	TDA			T	TDA	TDA	TDA
Health and wellbeing 2	FNA_5_002	TDA	TDA	TDA	TD	TDA	TDA	TD	TDA	TD	TDA	TDA	T	TD	TDA	TDA
Complex clinical pathways	FNA_5_003	TA	TA	TD	TD	TD	TDA	TD				TD	T	T		TDA
Pharmacology for nursing associates 2	FNA_5_004	TDA	TDA	TD	TDA	TD	TD	TD	T		T	T	T	T		TDA
Practice Assessment Document yr 2	FNA_5_005	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

Programme outcomes continued												
Title	Code	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
Health and wellbeing 1	FNA_4_001	TDA	TDA	TDA	TDA	TDA			TDA		TD	TDA
Care of the deteriorating person	FNA_4_002	TDA	TDA	TDA	TDA	TDA	TDA	T	TDA		TDA	TDA
Pharmacology for nursing associates 1	FNA_4_003	TDA	TDA	TDA	TDA	TDA		T	TDA		TD	D
Team working and leadership	FNA_4_004	TDA	TDA	TDA				TDA		TDA	TD	TDA
Practice Assessment Document yr 1	FNA_4_005	A	A	A	A	A		A	A	A	A	A
Supporting learning and improvement in practice	FNA_5_001	TDA	TDA	TDA				TDA	TDA	TDA		
Health and wellbeing 2	FNA_5_002	TDA	TDA	TDA	TDA	TDA		TDA	TDA		TDA	TDA
Complex clinical pathways	FNA_5_003	TDA	TDA	TDA	TDA	TDA	TDA	TD	TDA	TDA	TDA	TDA
Pharmacology for nursing associates 2	FNA_5_004	TDA	TDA	TDA	TDA	TDA			TDA		D	D
Practice Assessment Document yr 2	FNA_5_005	A	A	A	A	A	A	A	A	A	A	A

## Appendix B. Mapping of Nursing Associate NMC Standards of Proficiency (2018) to NA Apprenticeship Standard

Please see separate document

### Appendix B. Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over



the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

### Appendix C

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

<b>Dimension of the Educational Framework</b>	<b>Minimum expectations and rationale</b>	<b>How this is achieved in the course</b>
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u>            All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>The apprenticeship standard was created by a trailblazer groups which consisted primarily of employers. IoVL were chosen to pilot the initial curriculum and are instrumental in shaping its delivery. The IoVL director was part of the NMC working group developing the Scope of practice and skills annexes with the standards and is recognised by HEE as delivering a high quality course. All employers are satisfied with the pilot and have tendered for more delivery.</p> <p>External stakeholders from Hospital Trusts and other health care organisations are involved in curriculum development at all stages which include course planning, content, delivery and assessment for all academic and practice components of the course.            Practice education staff are involved with aspects of teaching e.g. skills, preparation for practice.</p> <p>Students gain practical experience in a variety of health and social care settings whereby students are supervised, supported and assessed by a variety of registered health and social care practitioners during each year of study.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u>            At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of,</p>	<p>All modules at level 4 and level 5 are fully informed by current evidence based practice both academically and within the context of health and social care delivery.</p>

	<p>and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>Using a flipped classroom approach enables learning to be student centred and develop reflection leading to constructive challenge. In year two this is further developed into interpretation and analysis of their practice as well as effective working with the multi-disciplinary team.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>Group and peer learning is encouraged from day one of the programme in induction and developed in every module as part of our flipped classroom approach.</p> <p>The group approach can be seen in the formative assessment tasks throughout a number of modules developing both attitude, behaviour, skills and knowledge. Summative assessment tasks are individual to reflect the professional requirements and individual accountability.</p>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle are provided in an accessible format.</p> <p>All teaching is delivered in accordance with LSBU policy and the inclusive learning and teaching handbook  <a href="https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf">https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf</a>  accessed 13.6.19</p> <p>Online reading software enables students to access reading lists in a format suitable to</p>

		their specific needs e.g. overlays for dyslexia, screen magnifiers and voice recognition software.
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	<p>With the format of delivering one module at a time, students do not feel overwhelmed by the assessment load within 12 or 15 weeks of course commencement. With one module assessment to focus on, teaching staff can give detailed attention to the formative support and feedback during module 1. Students who meet or exceed expectations in this first formative assessment are encouraged to support other peers in this assessment journey.</p> <p>Additional detailed guidance on coursework construction, managing examinations and OSCE performance is offered in the appropriate modules, both in written format through the VLE and in classroom based activities led by lecturers. Marking guides, shared with the students, are in place to support the assessment grids on the VLE to ensure that markers are working to exactly the same assessment criteria that the students have been provided with. Marker feedback is checked within the moderation process to ensure that all markers are providing feedback of a sufficient standard to allow students to feed-forward into the next module assessment. Student are required to set their own targets for assessment scores and are supported to reflect on these post assessment whether achieved or not reached at that point. Students are encouraged to adopt formal action planning processes to support their learning journey through the course and beyond into their professional careers.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry</p>	<p>Modules provide opportunities for students to develop research and evidence based skills at level 4 and 5 and engage with open-ended problems with appropriate support using the flipped classroom approach. Student use the cone of learning to develop their skills and share teaching and experiences with others.</p>

	<p>as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>For the first module in year two students are expected to undertake a service improvement project in practice and influence the care of at least one client. These are shared with employers and peers and used to inform future module content.</p> <p>Students create teaching and learning resources for peers in year one and clients in year two which demonstrates creativity and problem-solving. Posters, presentations and reports with peer review, are an integral part of the programme.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>All learning and assessment tasks have been developed using live examples from practice and following employer feedback. OSCE are made as authentic as possible and the practice learning assessment document is used in practice every week of the programme to ensure theory is applied.</p> <p>As this is a new role in health and care all learning is authentic to fulfil a work force need.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for</p>	<p>Learning materials and activities are drawn from a range of sources including those supported on a daily basis by NHS. All resources are peer reviewed before use and inclusivity is a key part of our checking mechanisms.</p>

	<p>example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>  Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>80% of the programme is work based in accordance with apprenticeship requirements. The remaining 20% is delivered as off the job training and is taught by lecturers with significant and current health and care expertise.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines:</u>  <u>Alternative formats</u>  The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing</p>	<p>All learning is designed using a flipped classroom approach to embed learning. The practice learning assessment document used weekly to build on the knowledge and skills gained to ensure the student is undertaking the role and is ready for end point assessment at point of gateway.</p> <p>A variety of techniques are used across the curriculum using a spiral curriculum approach. Attitude and behaviours are assessed throughout the programme ensuring the students adopt these ways of thinking and practising. A scaffolding approach is used throughout the two years as theories and skills are further developed and expanded.</p>

	<p>and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<p>With our flipped classroom approach we have started a paradigm shift moving from traditional approaches to heutagogy: the management of self-managed learners. The teachers role is to develop the learners capability and capacity, to know how to learn, be creative, have a high degree of self-efficacy, apply competencies in novel as well as familiar situations and can work well with others.</p> <p>This summarises the impact a teacher has on the group to enable each student to develop their own individual learner journey,</p> <p><a href="https://www.teachthought.com/pedagogy/a-primer-in-heutagogy-and-self-directed-learning/">https://www.teachthought.com/pedagogy/a-primer-in-heutagogy-and-self-directed-learning/</a> accessed 4.7.18</p>
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for</p>	<p>A holistic assessment strategy is used to provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. As there are minimum education requirements for entry to the programme this allows the widening access agenda to be fully met.</p>

	example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence and professionalism.</b></p>	<p>Students are employed for the duration of this programme and have the career aspirations to move up the pay bands in the NHS.</p> <p>Modules and the PAD enables self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process.</p>
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity and creativity.</b></p>	<p>Whilst this programme has no level 6 modules the curricula is informed by employer and industry need ensuring students are prepared for the end point assessment post award.</p>

## Appendix D. Terminology

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	<p>Formative assessment is designed to guide each student towards successful completion of summative assessment. Formative assessment is planned into the timetable in order that students receive feedback at the appropriate time before completing the assignment.</p> <p>Formative assessment feedback may be given in writing, verbally one-to-one or in a group, through the VLE or by student self-assessment. The method of feedback will be determined by the assessment task but should help each student to assess individual abilities, gain an understanding of strengths and weaknesses and prepare for the summative work. If there is a written element to a formative assignment it MUST be submitted via VLE and feedback will be given by VLE.</p>
<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession



<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance- based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions