Apprenticeship Specification

Apprenticeship Summary Information		
1	**Apprenticeship Title**	FdSc Nursing Associate (ST0827) Higher Apprenticeship
2	**BCU Apprenticeship Course Code**	UF0515
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)**	Birmingham City University
5	**Professional Statutory or Regulatory Body (PSRB) accreditation**	Nursing and Midwifery Council (NMC) Institute for Apprenticeships and Technical Education (IfATE) (ST0827)

6	**Apprenticeship Course Description**
	The FdSc Nursing Associate (Higher Apprenticeship) programme aims to produce compassionate, competent, and confident nursing associates at academic level 5 qualified 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. To support your learning and development during this course, you will be supported by academic assessors, practice assessors and practice supervisors (NMC, 2023). You will demonstrate the development of your knowledge, skills and behaviours by achieving the NMC Standards of Proficiency for nursing associates (NMC, 2018) reflecting the six platforms: Platform 1 – Being an accountable professional. Platform 2 – Promoting health and preventing ill health. Platform 3 – Provide and monitor care. Platform 4 – Working in teams. Platform 5 – Improving safety and quality of care. Platform 6 – Contributing to integrated care. As work-based learning remains central to the successful completion of the programme, you will have the opportunity to combine your previous experience with your newly acquired knowledge and apply this immediately into your practice. Collaboration between the University and work-based partners is fundamental to the programme and ensures attainment of the Institute for Apprenticeships & Technical Education (IfATE) Occupational Duties and therefore acquisition of the knowledge, skills, and behaviours (KSBs). The FdSc Nursing Associate is a full-time course delivered at City South Campus. You will attend university one day a week and also attend a placement in a variety of settings across the four fields of nursing, as well as working in your permanent work base area.

	You will study six level 4 modules in the first year, which cover key theory and practice knowledge and skills to include person and family-centred care, professional values, the parameters of a RNA's role and safe administration of medication. The second-year modules build on the theory and practice acquired in year 1 to support the development of knowledge and skills to produce competent and reflective practitioners. Successful completion of the course leads to a registrable qualification with the Nursing and Midwifery Council and professional recognition as a nursing associate.

7	**Apprentice Awards**		
7a	**Apprenticeship Final Award (awarded by End Point Assessment Organisation)**	**Level**	**Credits Awarded**
	Nursing Associate	5	N/A
7b	**Mandatory Awards and Credits Awarded (where applicable)**		
	Foundation Degree in Science Nursing Associate To be eligible for this award, students must have completed 240 hours plus the requisite number of practice hours as specified by the Nursing and Midwifery Council. Successful completion of these hours is captured within the zero-credit module entitled 'Achievement of NMC hours'	5	240
7c	**University Awards and Credits Awarded (where applicable)**		
	*Certificate of Higher Education: Studies in Health Care * Foundation Degree in Science: Studies in Health Care	4 5	120 240

*These exit awards do not allow for application to the NMC for registration as a nursing associate.

8	**Variations from the University Academic Regulations**
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract. Apprenticeships adhere to University academic regulations for University awards offered within apprenticeship training. Where Educations and Skills Funding Agency (ESFA) regulations specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the ESFA as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.

9	**Delivery Patterns**		
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Apprenticeship (Full time)	City South	2 years	UF0515

10	**Entry Requirements**	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/.

11	Apprenticeship Aims
	The course has been co-developed in collaboration with practice partners, students and people who have experience with the Nursing Associate service and, within the health and care sector, aims to bridge the gap between NMC Registered Nurses and Health Care Support Workers. Thus, freeing up the Registered Nurses to focus on increasingly difficult and complex care within dynamic health care environments. The delivery of this apprenticeship ensures the IfATE standards, which includes the 10 occupational duties, the knowledge, skills, and behaviours, are met in parallel with meeting the Standards for Proficiency and Annexes A&B for nursing associates (NMC, 2018). The overarching aims of the nursing associate apprenticeship are to develop emotionally intelligent individuals who can manage their own well-being and personal development whilst also being able to recognise their professional boundaries of practice and know when support is needed and importantly know where to access support. Whilst nursing associates are a recognised profession, this apprenticeship fosters widening participation and provides a career pathway for further personal and professional development. This culminates in a significant contribution to the healthcare workforce across England.

12	Apprenticeship Course Learning Outcomes
	Skills and other attributes
1	Demonstrate a high level of personal responsibility and awareness of the defined parameters of practice of the Nursing Associate role.
2	Use problem solving and critical thinking skills to deliver high quality person and family centred nursing care.
3	Demonstrate aptitude and proficiency in a range of clinical skills and techniques.
4	Demonstrate the ability to recognise and escalate causes for concern.
5	Use research, explore evidence, and identify innovations focussed on your specific field and area of work.
	Knowledge and understanding
6	Communicate effectively through different media across organisational boundaries.
7	Demonstrate effective leadership and mentorship skills within different work teams.
8	Develop effective study skills and reflective practices to enhance your knowledge, skills and behaviours.
9	Identify areas for development in your practice that will further enhance your career opportunities.
10	Identify the impact of disease and health inequalities on different cultural groups.
11	Demonstrate an awareness of the spread of disease across international borders and the impact of effective health education in preventing the spread of disease and illness.

13	**Level Learning Outcomes**
	Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:
	Demonstrate the use of evidence-based decision making, diagnostic and problem solving skills and apply to the assessment, planning, and evaluation of care within the parameters of your role.
	Demonstrate effective application of knowledge to practice with appropriate supervision.
	Discuss how to safely calculate and administer medicines in accordance with legislation, national and local policies, and procedures within the boundaries of practice.
	Recognise, reflect on and discuss the role and parameters of practice for Nursing Associates.
	Analyse the core values which underpin the role of the Nursing Associate.
	Discuss how to apply the principles of person-centred care to the planning, delivery and evaluation of high-quality and holistic care.
	Understand the aims and principles of health promotion and health improvement.
	Discuss ways to promote preventative health behaviours and provide relevant and appropriate information to support informed choices.
	Use anatomical terminology to identify and describe locations of major organs of each system covered.
	Utilise your knowledge of pathophysiology to highlight nursing care of common conditions encountered across the four fields of nursing.
	Demonstrate an understanding of the management process for adverse incidents or near misses in your workplace and the impact on patient safety.
	Respond to and escalate anything that may affect the safety of people.
	Demonstrate effective interpersonal skills in teamworking across the multi-disciplinary team
	Reflect on your personal development in relation to team working skills.
	Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:
	Critically analyse your personal and professional development through reflecting on your evidence based clinical skills, knowledge and decision making in practice.
	Demonstrate in practice the attitudes, knowledge and skills developed within the module to the required level of performance.
	Use numeracy and calculation skills to accurately calculate prescribed medicine dosages.
	Identify the legal and ethical boundaries and frameworks for prescribing, administering, supplying medication.
	Analyse factors that impact on the delivery of safe evidence-based care including legal, ethical principles and personal wellbeing.
	Discuss how appropriate attitudes and behaviours support decision making within the parameters of your role.
	Explain how the concepts of holism, autonomy, choice, and empowerment apply to care delivery.
	Critically analyse how social inequalities and determinants can impact on a person's health and wellbeing.
	Critically discuss how social inequalities can be reduced by promotion of good health and preventing ill health
	Describe the structure and functions of the human body pathophysiological response to complex conditions encountered across the four fields of nursing.
	Analyse the pathophysiological response to complex conditions encountered across the four fields of nursing.
	Analyse research evidence related to an area of your practice.
	Make recommendations for practice change related to an area of your practice based upon your empirical evaluation of the evidence.

14	**Apprenticeship Learning, Teaching and Assessment Strategy (including off the job training)**
	This apprenticeship is a full-time work-based learning programme and the teaching and learning approaches are designed to maximise the benefits of sharing knowledge and expertise in the classroom. Lecturers will facilitate the integration of theory and practice throughout the programme, this will be achieved through a blended learning method comprising of face-to-face teaching, group work, presentations, simulations, workshops, and e-learning through Moodle our virtual learning environment (VLE) platform and you will also be given access to a wide variety of e-resources. Tutorials will be provided to discuss topics in more detail with small groups or on an individual basis. Throughout the programme you will be developing skills in relation to autonomous learning. This programme helps you to do this with specific pre and/or post session activities for you to complete each week as well as providing resources to get you started on self-directed learning. You will be expected to come prepared for the sessions and consolidate learning on the topics introduced in the sessions. Your literacy skills along with your underpinning knowledge will be developed through your on and off the job training (theory and practice) and this will be assessed through a variety of assessment strategies which include. • Essays • Reflective portfolios • Posters • Professional discussion • Group presentation. • Examinations • Completion of a Practice Assessment Document (PAD) (1 for each year of your apprenticeship) • Completion of a skills inventory Throughout your apprenticeship you will receive ongoing feedback. This will be formal via module assessment results and informal continuous feedback in partnership with your work-base practice assessors and via your scheduled apprenticeship reviews. Feedforward will also feature in your module assessment results and will signpost you to areas for improvement as well as to additional support services provided by the university which you may benefit from. Feedback and feedforward are designed to focus on your continuous learning and the expectation is that you take note of this and actively engage with areas of advice provided which has the potential to develop your overall attainment throughout your apprenticeship. Completion of all assessments are directly linked to the NMC (2023) standards for pre-registration nursing associate and proficiencies as well as your KSBs. The time taken to engage with all the learning elements (on the job and off the job) will ensure that when you reach the end of your apprenticeship you will have met all the KSBs as well as the integrated end point assessment requirements and will therefore meet gateway. Your on the job learning activities are planned around the attainment of your practice assessment document (PAD) and your skills inventory. Regular discussion at your review meetings affords the opportunity to review your progress against the KSB's and identify additional learning opportunities which can stetch and challenge you.

	Throughout the duration of your apprenticeship consideration will be given to your personal development. Whilst each of the modules ensure the curriculum content take account of the academic, technical, and vocational requirements wider debate guarantees your broader development, resilience, and confidence. Thus, preparing you to become and autonomous practitioner who is strong physically and mentally and able to respond to the demands of the Nursing Associate role within a wide variety of health and social care settings. The module curriculum includes the following wider societal influences. • Prevent • Fundamental British Values • Safeguarding • Equality, Diversity, and Inclusion The intent being to equip the learners for life and work in modern Britain and the resilience to be successful in their career journey. The Nursing and Midwifery Council (2018) have stipulated that to join this apprenticeship and become an NMC Registered Nursing Associate learners must have as a minimum an English and maths level 2 qualification this is confirmed during interview and selection. Certified evidence of these qualifications is uploaded during the onboarding process and is validated by the admissions tutor during academic checks. Literacy skills are developed during the apprenticeship beyond Level 2. The first year of this apprenticeship commences at Level 4 and culminates in Level 5. Recognition is given to the widening participation agenda and as a result of this many taught sessions include for example the following. • How to use Harvard referencing • Critical analysis skills • How to paraphrase • Assignment construction • How to avoid cheating/plagiarism and artificial intelligence Sessions supporting these topics are delivered by experts from the university for example from the library team, the Academic Development Department (ADD), and the Centre for Success. Learners are also signposted to these services for additional personal support, by their Academic Assessor/Personal Tutor and/or the teaching team. To promote maximum individual attainment learners are signposted to the Disability Support team for free dyslexia screening and health assessments. This often culminates in the learners getting personalised disability support summaries (DSS) with reasonable adjustments for dyslexia other neurodiverse conditions as well as other chronic medical and mental health conditions. Focus on numeracy support is evident throughout the curriculum across both level 4 and level 5 teaching and is supported by a specialist from the ADD team. Numeracy skills are also developed and refined in clinical practice through for example medication management, fluid balance assessment and through vital sign measurement. These clinical skills are assessed in year 1 and 2.

15	**Apprenticeship Course Requirements**

15a **Level 4: In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):**

Module Code	Module Name	Credit Value
SNA4001	Introduction to Delivery of Safe and Compassionate Care	20
SNA4002	Introduction to Professional Accountability and Person-centred Care	20
SNA4003	Introduction to Health Inequalities and Promotion of Preventative Health Behaviours	20
SNA4004	Introduction to Human Development Across the Lifespan	20
SNA4005	Introduction to Maintaining and Improving Safe Work and Care Environments	20
SNA4006	Introduction to Developing and Managing Appropriate Relationships	20

Level 5: In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SNA5001	Consolidation of Delivery of Safe and Compassionate Care	20
SNA5002	Consolidation of Professional Accountability and Person-centred Care	20
SNA5003	Consolidation of Health Inequalities and Promotion of Preventative Health Behaviours	20
SNA5004	Consolidation of Human Development Across the Lifespan	20
SNA5005	Consolidation of Maintaining and Improving Safe Work and Care Environments	20
SNA5006	Consolidation of Developing and Managing Appropriate Relationships	20

In order to complete this course and be eligible for registration with the Nursing and Midwifery Council, students must also complete the following 0-credit module to reflect completion of the required practice hours:

Module Code	Module Name	Credit Value
SNA5007	Achievement of NMC Hours	0

Progression to Gateway:

End Point Assessment Requirements: Fully integrated.

15b	Structure Diagram

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Training/Academic Requirements

Level 4

SEMESTER ONE	SEMESTER TWO
Core Introduction to Professional Accountability and Person-centred Care (20 credits) Introduction to Health Inequalities and Promotion of Preventative Health Behaviours (20 credits)	Core Introduction to Maintaining and Improving Safe Work and Care Environments (20 credits) Introduction to Developing and Managing Appropriate Relationships (20 credits)
Introduction to Delivery of Safe and Compassionate Care. (20 credits) Introduction to Human Development Across the Lifespan (20 credits)	
Optional N/A	Optional N/A

Level 5

SEMESTER ONE	SEMESTER TWO
Core Consolidation of Professional Accountability and Person-centred Care (20 credits) Consolidation of Health Inequalities and Promotion of Preventative Health Behaviours (20 credits)	Core Consolidation of Maintaining and Improving Safe Work and Care Environments (20 credits) Consolidation of Developing and Managing Appropriate Relationships (20 credits)
Consolidation of Delivery of Safe and Compassionate Care. (20 credits) Consolidation of Human Development Across the Lifespan (20 credits)	
Optional N/A	Optional N/A

Progression to Gateway:

End Point Assessment Requirements:

Fully integrated.

16	Overall Learner Workload and Balance of Assessment (including off the job training)

Overall learner workload consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- Scheduled Learning includes lectures, practical classes and workshops, contact time specified in timetable
- Directed Learning includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- Private Study includes preparation for exams

The balance of assessment by mode of assessment (e.g. coursework, exam and in-person) depends to on the optional modules, available to learners. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

Activity	Number of Hours
Scheduled Learning	375
Directed Learning	825
Private Study	0
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	66
Exam	17
In-Person	17

Level 5

Workload

Activity	Number of Hours
Scheduled Learning	375
Directed Learning	825
Private Study	0
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	44
Exam	28
In-Person	28