

PROGRAMME SPECIFICATION

KEY FACTS

Programme name	Healthcare: Nursing Associate (Direct Entry)
Award	Foundation Degree
School	SHS
Department or equivalent	Nursing Division
UCAS Code	
Programme code	
Type of study	Full time over two years
Total UK credits	240
Total ECTS	120 credits

Programme Summary

The Foundation Degree in Healthcare: Nursing Associate (Direct Entry) is underpinned by the philosophy of 'Person-Centred Care'. As a Nursing Associate student, you will learn how to care holistically for a diverse range of people in a variety of health and care settings, across the lifespan. By placing the person at the centre of care you will be able to form effective relationships with people, and work with them when delivering and monitoring care, with consideration to the person's values, beliefs, lifestyle, individual circumstances, language requirements, their family and carers to ensure that their needs are met. This will enable you to support and care for individuals at home, within the community or hospitals or different health care settings and be proactive within the nursing and multi-disciplinary team.

Your programme has been designed to equip you with the appropriate underpinning knowledge and skills to make evidence-based decisions and solve problems, and recognise and demonstrate the professional values expected of you when delivering care within your scope of practice. This programme values and nurtures a commitment to reflective practice and to support your professional development and future aspirations as a nursing associate.

The dynamic and innovative programme has been designed to enable you to obtain a Foundation Degree in Healthcare and to meet the Nursing and Midwifery (NMC) Standards for Pre-Registration Nursing Associate Programmes (2018). You will achieve specific learning outcomes, which will be assessed throughout your programme.

Aim of the programme

The primary aim of this programme is for you to have the knowledge, skills and abilities to be an accountable Nursing Associate. You will be able to provide safe and effective person-centred care to enhance the health and well-being of individuals, their families and carers, across a range of practice settings throughout life.

Context of the programme

The Standards for Pre-Registration Nursing Associate Programmes (NMC, 2018) and the NMC Standards of Proficiency for Nursing Associates inform this programme. The NMC proficiencies are grouped under six platforms that reflect the requirements and expectations of a new nursing associate. These are:

Platform 1: Being an accountable professional

- Act in the best interest of the patients.
- Act professionally at all times, using their knowledge and experience to make evidence-based decisions and solve problems.
- Work within their limits of competence and take responsibility for their actions.

Platform 2: Promoting health and preventing ill-health

- Play a role in improving and maintaining the mental, physical and behavioural health and well-being of people, families, and communities.
- Be actively involved in the prevention of and protection against health and ill health and engage in public health, community development, and in the reduction of health inequalities.

Platform 3: Provide and monitor care

- Provide compassionate, safe and effective care and support people in a range of health and care settings.
- Monitor the condition and healthcare needs of people and continually work in partnership with people, families and carers.
- Contribute to the ongoing assessment of people's care and know when to refer to others for reassessment.

Platform 4: Working in teams

- Play an active role within the interdisciplinary team, collaborating and communicating effectively with nurses and different healthcare colleagues and carers.

Platform 5: Improving safety and quality of care

- Make a contribution to the continuous monitoring of people's experience of care.
- Identify risks to safety or experience and take appropriate action, putting the best interests, needs and preferences of people first.

Platform 6: Contributing to integrated care

- Contribute to the provision of care for people, including complex needs, across a range of organisations and settings, at any stage of their lives.
- Work with other professionals and carers who are involved in the care of the person, their families and carers, from a range of organisations and settings, through an awareness of their roles and responsibilities.

This full time programme is two years in length and must be completed within four years of commencing the programme. The programme consists of 2 Programme Stages and you will be expected to demonstrate achievement of set competencies and outcomes at the end of each stage to enable progression to the next programme

stage or to complete the programme in line with City, University of London assessment regulation requirements.

The NMC requires the programme to be 50% theory (minimum of 1150 hours) and 50% practice learning (minimum 1150 hours). You must complete all the practice hours. The NMC requires the programme hours to be protected learning time to support your learning within the academic and practice components of the programme. Hours, which are not considered as protected learning time, do not count towards the total programme hours.

The programme consists of 2 Programme Stages to enable mapping of the programme at different levels. You will undertake:

Programme Stage 1: Five 20 credit theory modules at HE level 4 (in the first year)
Programme Stage 2: One 20 credit and two 40 credit theory modules at HE level 5.

To meet the 120 credits for each Stage of the programme there is a practice module and you will also be expected to complete a practice assessment document for each of these practice modules. (HE level 4 in Programme Stage 1 and HE level 5 in Programme Stage 2).

Within London, your practice experience will give you the opportunity to work with individuals, their families and their communities across a variety of placement settings such as acute hospitals, community settings, including people's own homes and other healthcare settings. A unique feature of practice in the London environment is the opportunity to work within diverse communities with a wide range of social and cultural characteristics.

At the beginning of your programme you will be provided with a programme plan identifying which modules you are required to complete, as well as assignment submission dates. You will also be given details of the placement experiences that you will undertake during the programme.

You will be allocated a personal tutor at the beginning of your programme who oversees your pastoral wellbeing and will also be able to advise you on a range of academic issues. During your different practice experiences you will be allocated a practice supervisor who will support you on placement, help you to negotiate learning opportunities and assess your progress whilst on placement. You will also be allocated a practice assessor who will assess your achievement of the requirements of the placement. An academic assessor will also be allocated to you for each programme stage. Academic staff will also visit the placement areas to offer you support during placement experiences.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you will be expected to be able to:

- Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
- Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice
- Be adaptable, reliable and consistent, show discretion, resilience and self-awareness

On successful completion of this programme, you will be expected to be able to:

Knowledge and understanding:

- Apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice
- Recognise signs of vulnerability in yourself or your colleagues and identify actions to minimise risks to health
- Explain the professional responsibility for adopting a healthy lifestyle and maintain a level of personal fitness and well-being
- Explain the principles of research, and how the findings inform best nursing practice
- Discuss the meaning of resilience and emotional intelligence, and their influence on your ability to provide person-centred care
- Discuss the influence of policy and political drivers that impact health and care provision
- Explain and apply the principles of health promotion, prevention of ill-health and health screening
- Explain how social influences, health literacy, individual circumstances, health behaviours and lifestyle choices contribute to health outcomes, for different groups of people, and the support required to enable people to make informed choices
- Describe the principles of epidemiology, demography and genomics and their influence on health and well-being)
- Consider the importance of early years and childhood experiences and the impact on life choices
- Describe the principles of infection, prevention and control, communicable disease surveillance and anti-microbial resistance
- Explain the principles of human development and biopsychosocial sciences when delivering nursing care
- Apply knowledge of commonly encountered mental, physical, cognitive and behavioural health conditions when delivering safe and effective person-centred care
- Recognise co-morbidities and the demands of meeting people's nursing and social care needs when prioritising care
- Discuss how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent, and know where and how to seek guidance and support from others when capacity changes to ensure the best interests of those receiving care are upheld
- Recognise people at risk of harm, escalate concerns and provide adequate safeguarding for vulnerable people
- Discuss the principles of human and environmental factors when working in teams

- Explain the relationship between safe staffing levels and the impact on the quality of safe care, and how to escalate concerns
- Discuss the principles of health and safety legislation, regulations, local and national frameworks, recognising the use of risk assessments, and the need to escalate potential hazards
- Discuss strategies to develop resilience and how to deal with different situations
- Explain the roles of other healthcare professionals and staff in managing a major incident and your role within this
- Explain the complexities of providing care needs to people across a wide range of settings and demonstrate your role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services
- Discuss the processes to facilitate independence, avoiding unnecessary interventions and disruptions in life style

Skills:

- Act in accordance with the required professional standards of practice and behaviours expected of a nursing associate to fulfil the registration requirements
- Communicate effectively using a range of skills and strategies with colleagues and with different groups of people, in different situations
- Demonstrate the skills to develop, manage and maintain appropriate relationship with people, families and colleagues
- Demonstrate the use of literacy skills (including digital and technological) and numeracy skills to ensure safe nursing practice (
- Keep complete, clear and accurate records at all times
- Provide accurate information that meets their needs of people, families and carers before, during and after interventions (
- Work in partnership with people to encourage shared decision making to manage their own care
- Perform all required nursing procedures and effectively manage devices to meet people's needs
- Demonstrate evidence-based practice in relation to privacy, dignity, sleep, nutrition, hydration, elimination, mobility, personal hygiene, oral care, wound care, skin integrity to meet people's needs
- Demonstrate the ability to support people who are experiencing pain, discomfort, anxiety and confusion
- Recognise signs of deterioration or improvement in individuals, record, respond and escalate where necessary
- Demonstrate the skills to provide person-centred end of life care, and consider end of life decisions and orders
- Undertake routine investigations, interpreting and sharing findings as appropriate and take prompt action when required, including escalating to other professionals
- Demonstrate the principles of safe and effective optimisation and administration of medicines in accordance with local and national policies including proficiency and accuracy when calculating dosages of prescribed medicines
- Monitor the effectiveness of care with people, families and carers and document outcomes

- Explain the roles of different providers of healthcare and work with others from different agencies within the interdisciplinary team
- Demonstrate how to prioritise and manage your own workload and examine when aspects of care can safely be delegated to colleagues, family and carers
- Supervise and support to nursing associate students, health care support workers and others new to the care roles, offering constructive feedback and promote reflective practice
- Participate in audit activity and contribute to quality improvement

Values and attitudes:

- Apply, and where appropriate advocate for non-discriminatory and non-judgemental person-centred care at all times, taking account of any reasonable adjustments, and report any situations, behaviours or errors that may result in poor outcomes
- Exercise responsibility for self-reflection and feedback to develop professional knowledge and skills
- Act as an ambassador for their profession to promote public confidence
- Explain the roles, responsibilities and scope of practice of all members of the nursing and multidisciplinary team, and your role within the team
- Discuss how to support, motivate and interact confidently with other members of the care team
- Identify when people need help to ensure equal access to care and support

This programme has been developed in accordance with the QAA Subject Benchmark for nursing.

HOW WILL I LEARN?

The programme uses a blended approach encompassing both face to face and online learning and teaching strategies. It makes full use of available learning technologies whilst recognising the value of face to face interaction and facilitation, enabling a 'flipped classroom' approach. The variety of methods used will develop your strengths and preferred learning styles, but will also help you to experience and develop further educational strategies to meet the required outcomes of the programme. The learning strategies will require you to engage in increasingly more challenging work as the programme progresses from Certificate to Diploma level learning.

A range of methods will be used throughout the programme, including:

- Lectures – Most modules will use lectures as a learning strategy. A lecture enables information to be presented in a logical manner to larger groups of students. This is a useful method for presenting an overview of new materials and in stimulating you to read further around the subject area. Lectures may be in 'real time' and/or recorded so that you can re-visit the taught content. A lecture can help

you to feel secure in the foundational knowledge required for your field of practice and point you to significant areas for further study.

- Seminar groups– You will be allocated to a seminar group for the duration of the programme and the learning within these small groups will encourage you to apply theory to practice and extend the depth and breadth of your knowledge. They encourage team working and can be motivating, enhance communication skills and challenge powers of reasoning. Small group work may entail you giving a presentation to demonstrate achievement of a set task; engaging in practical sessions to develop your clinical skills; or debates to engage you in group discussions around contemporary issues or to pursue specific lines of enquiry.
- Laboratory Practical – These will enable you to consolidate material taught in the lectures, facilitate the acquisition of manual and team skills and provide opportunities for you to use conceptual knowledge and cognitive processes. You will be involved in laboratory sessions within the biology modules.
- Enquiry Based Learning (EBL) – this enables the introduction of a ‘trigger’ or situation so that you can embark on a journey of enquiry related to the issues(s) raised. EBL helps you to develop a questioning problem solving approach whilst helping you to understand group dynamics.
- Practice Experience– The aim of practice experience is for you to observe, participate and practise your skills in a variety of real life contexts. The experience enables you to purposely relate theory to the practice of caring and enables your skills and knowledge to develop through supervised practice. Your practice experience will take place within a range of practice settings so that you work consistently within an established team of health and social care professionals. Your placements will take place in a variety of settings such as specialist units, hospital wards and primary care settings such as Health Centres and people’s homes.
- Simulated Practice (SimPrac) – This enables you to be placed into situations which simulate real life clinical scenarios. Simulation enables you to practise skills within a safe environment and assists with the transfer of these skills to the ‘real life’ setting. A range of technologies are used to facilitate learning e.g. high/ middle and low fidelity simulation models; video feedback and analysis for debriefing. Simulated practice is underpinned by the theory modules allowing for reinforcement and application of knowledge obtained.
- Guided Independent Study – During the programme you will have periods of time that are set aside for you to undertake prescribed activities individually or in study groups within the modules. These activities may form part of the formative assessment strategy to help you to complete the summative assessment or may be set tasks which you should complete prior to attendance at a taught session and supplement the face to face teaching.
- Guided Learning – During the programme you will have time allocated for you to undertake planned, facilitated activities and projects. Additionally, this time may be used to support the development of your summative assessments. These activities

are designed to enhance your learning, explore a range of contemporary issues and aspects around the practice of nursing, whilst working independently or in groups. This time counts towards the theoretical hours for the programme, and will include formative assessment.

- Online Learning- Online learning uses computer and internet based technologies and resources. These technologies will be used to facilitate, distribute and enhance learning. The portal to online learning at City is situated within a virtual learning platform named Moodle. You will be given access rights to Moodle and other appropriate online resources such as Elsevier Clinical Skills. Specific guidance will be detailed on the module sites as to online activities to be completed prior to attendance at a taught session

You will also have access to University student support facilities from Learning Success. Learning support at City is provided by the three teams within Learning Success: Disability Support, Neurodiversity Support and Academic Learning Support. More information can be found at:

<https://www.city.ac.uk/lead/learning-success>

In addition there is a Student Counselling and Mental Health Service and more information about these can be found at: <https://www.city.ac.uk/study/student-support/counselling-and-mental-health-support>

Learning and Teaching hours :

Overall the programme hours are divided into 1155 theory and 1200 learning in practice hours, therefore meeting the NMC minimal requirement of 2300 hours. During the programme you will attend the University one day a week during each module.

Theory

Theory hours will consist of approximately 42 direct contact hours per each 20 credit module. In the remaining allocated hours for each module you will be expected to pursue guided learning to, complete pre-session work to enable facilitated discussion and self-directed study, some of which may be online and may require the use of learning tools such as Moodle. Time is also allocated within the programme for you to complete your assessments.

Practice

You are supernumerary whilst learning in practice and will be supported in practice by a practice supervisor and assessed by a practice assessor. A minimum of 1200 hours will be in practice. Your practice placements will take place in your host placement and in other external practice placements to give you a breadth of practice experience and enable you to achieve specific learning outcomes for the programme.

During this time, you will be supervised to help you develop your knowledge and practical nursing skills when providing care to individuals, work with different members of the nursing and multi-disciplinary team, understand and participate in different patient journeys, and gain new insights and knowledge through reflective practice and feedback. The level of supervision you will have in practice will be dependent on your

competence and confidence when undertaking different interventions or providing care and any risks that may be associated with this.

Formative assessment is incorporated into the different modules and may consist of feedback within taught sessions, the use of materials on Moodle (such as quizzes) or individual feedback from module leaders.

During this two-year programme you will be expected to attend your lectures, small group sessions, clinical skills sessions and your practice learning placements. Your attendance and progress will be monitored and poor attendance and/or failure to progress academically will be discussed with your employer.

HOW WILL I BE ASSESSED?

Overview

A range of assessment strategies will be used throughout the programme to test your knowledge, skills, behaviours, attitudes and standards of competency in all aspects of the foundation degree programme. A variety of assessments types suits the spectrum of ability and learning preferences within the student body. Some of the strategies used will be familiar to you, whilst others may not. The assessments will require increasing levels of description, discussion and analysis as the programme progresses.

Most modules have only one summative assessment with 100% weighting but there are some modules where there is more than one assessment and the weighting for each assessment component is outlined clearly within the module specification.

The menu of assessment strategies used within the programme may include:

- Practice Assessment Document (PAD): these will help you to demonstrate achievement of specific practice competencies and also to record the number of hours of practice experience. You will be expected to complete one PAD in each year to enable progression to the next part of the programme.
- Written assignments, including essays: these enable you to explore and demonstrate the links between theory and practice. You will be expected to develop coherent discussions related to set subject areas. You will demonstrate application of theories and principles to practice; critical discussion of the evidence base and an ability to critically reflect upon practice. Written assignments may take the form of care studies in which you will be expected to relate your essay to a particular service user or they may be reflective accounts of learning achieved whilst undertaking set tasks. In some assessments you will be required to provide a paper to support another assessment such as an oral presentation or poster.
- Examinations (short answer questions, multiple choice questions, calculations): these enable you to demonstrate your ability to recall knowledge which can be applied in practice. These assessments are used when accurate factual recall is of paramount importance to deliver care safely, for example, the requirement for

accurate drug calculations or the knowledge of normal ranges of clinical observations.

- Objective Structured Clinical Examination (OSCEs): these are practical examinations which enable you to demonstrate particular clinical, communication or teaching skills. Unlike the PADs, OSCEs are graded so that your final award can reflect your proven ability in both clinical and academic spheres.
- Project: this will enable you to explore a relevant topic of interest to you. You will then critically review the knowledge base and apply this to a set activity.

In each module you will be given an assessment specification which will outline the nature of the specific summative assessment with clear guidance on how you can achieve the set marking criteria for this. The pass mark for all graded assessments is 40%. You will be given two attempts at each assessment.

The University will be responsible for the marking and moderation of all your written assessments and OSCEs. Written assessments will be uploaded electronically onto the appropriate Moodle webpage (VLE) and written examinations and OSCEs will take place within the University.

Assessment and Assessment Criteria

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge, behaviours or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured. Grade- Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task.

Feedback on assessment

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at:

https://www.city.ac.uk/_data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf

Marking is usually anonymous unless otherwise specified. Feedback will normally be provided via Moodle and will be written. Your feedback is structured and is provided in such a way as to help you to further develop your knowledge and skills as well as understand areas for development.

Assessment Regulations

In order to pass your Programme, you should complete successfully the relevant modules and assessments and will therefore acquire the required number of credits. You also need to pass each Programme Stage of your Programme in order to progress to the following Programme Stage.

In regards to your foundation degree classification, the Stages of the programme will be weighted as follows:

Programme Stage 1: 35%

Programme Stage 2: 65%

The pass mark for each module is 40%. If there is more than one assessment for a module, you will need to achieve 40% for each assessment component and your overall module mark will be an average mark derived from each component. Details will be found in individual module specifications and assessment guidelines. If you fail an assessment component or a module you will be offered one resit attempt. If you are successful in the resit, you shall be awarded the credit for that module, however the mark obtained will be capped at the minimum pass mark (40%). If you do not pass your resit by the date specified you will not progress to the next Programme Stage and the Assessment Board will withdraw you from the Programme.

The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

If you do not achieve a pass mark on a resit attempt, the following criteria are used as a basis for discretion by an Assessment Board to consider offering a third and final attempt at an assessment to students on an individual basis (see Senate Assessment Regulations S19). The criteria are:

Programme Stage 1

- The student has failed no more than one assessment in Programme Stage 1;
- The student should have achieved an overall average of at least 50% in Programme Stage 1 excluding the failed assessment.

Programme Stage 2

- The student has failed no more than one assessment in Programme Stage 1 and 2;
- The student should have achieved an overall average of at least 50% in Programme Stage 1 and 2 excluding the failed assessment in Programme Stage 2.
- The student needs to successfully complete the medicines calculations examination (NA2002) in order to undertake the administration of medicines assessment in practice (NA2004)

The above criteria applied in Programme Stages 1 and 2 should you fail a module.

When making a decision on whether an Assessment Board should exercise discretion in awarding a third and final attempt, the average mark across all previous Stages will be considered but the failed module will not be taken into account when looking at the average mark.

All modules will be weighted equally in this process so a 20 credit module would be given equal consideration as a 40 credit module.

If the assessment is practice based and there are only outstanding signatures within the Practice Assessment Document (PAD), the PAD will be referred and students can re-submit. The referred PAD will not be counted when calculating the average grade over the programme or Stage.

If you fail to meet the requirements for a particular Stage, but satisfy the requirements for the previous Stage, then a lower qualification may be awarded as per the table below. If you fail to meet the requirements for a particular Stage and are not eligible for the award of a lower level qualification, the Assessment Board will require you to withdraw from the Programme.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

http://www.city.ac.uk/data/assets/word_doc/0003/69249/s19.doc

Safe Practice and Raising Concerns

The nursing programme is regulated by the professional and statutory body, the Nursing and Midwifery Council (NMC). Robust processes are in place to manage non-academic concerns relating to student performance in the clinical placement area.

The university and placement partners work in close collaboration to ensure your learning in both theory and practice is facilitated.

The School of Health Sciences is required to monitor your progress and take appropriate action if any issues related to good health or good character arise. In the event of poor or unsafe performance being identified in practice, the School has a Cause for Concern Process and Fitness to Practise Policy. This process enables robust actions to be put in place to support and monitor your development. If it becomes necessary for a formal investigation to be undertaken, this is underpinned by the School's Fitness to Practise Policy.

The full School of Health Sciences' Fitness to Practise Policy is published in your programme handbook.

Declaration of Good Health and Good Character

It is an NMC requirement that nursing associate students confirm good health and good character at the end of each year of the programme, before progressing into the subsequent year of the programme. In addition, there is also a requirement for students to declare immediately to their Programme Director if any cautions, convictions, and/ or health issues arise whilst on the programme. The Fitness to Practise process will be initiated if you do not complete the self- declaration or inform

your Programme Director immediately of any cautions, convictions and/or health issues.

On successful completion of both theory and practice elements of the programme, and following ratification of results by the Assessment Board the Programme Director (or nominee) is required to sign a Declaration confirming your good health and good character. This is a Nursing and Midwifery Council (NMC) requirement which must take place prior to application for registration to the NMC Nursing Associate Register.

During the programme, it is expected that you will remain in employment with your Trust. If you move to another Trust whilst undertaking this programme you will be able to continue so long as your new employing Trust agrees to fund and support you for the remaining time on the programme and including meeting the requirements of the programme hours. If your employment ceases you will be withdrawn from the programme.

As a Nursing Associate student, you will only be able to gain recognition for prior learning credit for this programme if you move from one practice area to another, and remain in employment within your Trust.

WHAT AWARD CAN I GET

Foundation Degree in Healthcare: Nursing Associate

On successful completion of both the theory and practice components of the programme you will receive your Foundation Degree in Healthcare: Nursing Associate with the eligibility to apply for registration with the NMC.

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
1	4	120	35%	With Distinction	70
2	5	120	65%	With Merit	60
				Without classification	40

Certificate of Higher Education in Health Studies (without NMC registration as a nursing associate):

If you fail to meet the requirements for the Foundation Degree: Healthcare (Nursing Associate) and have exhausted all permitted resit opportunities, but have achieved 120 credits at level 4, you may be awarded a Certificate of Higher Education in Health Studies. With this award you will only receive the academic credits you have attained. The award does not allow you to join the new nursing associate part of the NMC Register and therefore, you cannot practice as a nursing associate.

Programme Stage	HE Level	Credits	Weighting (%)	Class	% required
1	4	120	100%	With Distinction	70
				With Merit	60
				Without classification	40

WHAT WILL I STUDY?

Programme Stage 1

You will take six core (compulsory) modules listed below totalling 120 credits. You will need to successfully complete Programme Stage 1 to progress to Programme Stage 2.

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Introduction to health and well-being	NA1001	20	Core	No	4
Introducing clinical and communication skills in practice	NA1002	20	Core	No	4
Introduction to therapeutics and medicines management	NA1003	20	Core	No	4
Applying clinical and communication skills in practice	NA1004	20	Core	No	4
Developing clinical and communication skills in practice	NA1005	20	Core	No	4
Learning in Practice 1	NA1006	20	Core	No	4

Programme Stage 2

You will take four core (compulsory) modules listed below totalling 120 credits

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Team-working and improving safety and quality of care	NA2005	20	Core	No	5
Consolidating clinical and communication skills in practice	NA2002	40	Core	No	5
Promotion of Health and Development for self and others	NA2003	40	Core	No	5
Learning in Practice 2	NA2004	20	Core	No	5

TO WHAT KIND OF CAREER MIGHT I GO ON?

On successful completion of the programme there are a wide range of opportunities to practice as a Nursing Associate. Care takes place in a variety of care contexts and settings including acute hospital settings; health centres; residential care; service user's homes; business and large organisations; social enterprise; social services, public health; education, probation and prisons. Your roles may include provision of healthcare for people with drug and alcohol problems, long term conditions, vulnerable adults, older people and care home residents, people with mental and physical health problems requiring acute and episodic care. You may also undertake public health and community development related roles, such as health promotion and public information and health training.

As a Nursing Associate you will be expected to continue your own personal and professional development throughout your career, as required by the NMC for revalidation every three years. You may be able to pursue further study and complete a BSc (Hons) in Nursing and graduate as a registered nurse (RN). Your personal career aspirations will be discussed during your programme with your personal tutor, line manager or the Practice Experience Manager / Lead for nursing associates in the Trust. You may also seek help and guidance from the University Careers service. Information on possible career paths, alumni destinations etc.

On successful completion of this programme you may also be eligible to apply for entry to top up to an appropriate honours degree.

If you would like more information on the Careers support available at City, please go to: <http://www.city.ac.uk/careers/for-students-and-recent-graduates>.

WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?

As this is a 2-year nursing associate programme there are currently no options to study abroad.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

During the programme your learning in practice will take place in a variety of settings and your practice placements will be planned and organised by the Programme Director and the School's placements team. You will have placements, which are outside your host Trust. These will be in different settings, for example, in general practice, mental health setting, community setting, maternity ward, or care home. These experiences will enable you to achieve specific learning outcomes of the programme.

WILL I GET ANY PROFESSIONAL RECOGNITION?

Accrediting Body:

Our current Foundation Degree Nursing Associate (apprenticeship route) is accredited by the Nursing and Midwifery Council (NMC), providing a path for students on that programme to join the nursing associate part of the NMC Register. This programme has been designed to satisfy the NMC accreditation criteria and an application for accreditation will be made in due course. We have every expectation that this degree will similarly receive accreditation.

HOW DO I ENTER THE PROGRAMME?

The selection interview undertaken uses a value-based process.

Offers require the following:

- GCSE at grade 4 or above (or grade C or above for GCSEs taken before 2017) in English Language and Mathematics **or** equivalent qualification e.g. Functional/Key skills Level 2 in numeracy and literacy
- Learning at Level 3 by qualification – normally 56 tariff UCAS points
- Successful interview
- OH clearance
- Enhanced DBS check

Recognition of Prior Learning (RPL)

If you wish to be accredited for relevant prior learning related to this programme you will be required to complete the Recognition of Prior Learning (RPL) process prior to commencement of the programme.

The School of Health Sciences allows you to RPL up to a maximum of 50% of the programme and you will be required to map your RPL claim against specific modular outcomes. This will reduce the duration of study time on the programme, but may not reduce the total length of your programme depending on the running/availability of modules.

If you are a NMC registered nurse without restriction on your practice, you may be allowed to RPL more than 50% of the programme. This will reduce the duration of study time on the programme, but may not reduce the total length of your programme depending on the running/availability of modules.

All applications are to be considered on a case by case basis.

Decisions on RPL claims are made by academic staff to ensure that the applicants previous learning is equivalent to the programme of study for the Foundation Degree in Healthcare: Nursing Associate (Direct Entry), which is a condition for securing a place on the programme. All claims will be assessed in accordance with the University Senate Assessment Regulations 19 (Section 4.9 for Recognition of Prior Learning (RPL).

https://www.city.ac.uk/data/assets/pdf_file/0007/453652/s19.pdf.

Full details of the RPL and RPEL application, assessment and approval processes are set out in the RPL and RPEL Policy and Guidance

https://www.city.ac.uk/_data/assets/word_doc/0010/372529/Guidelines-and-Form-RPL-08-2017.doc

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