



PROGRAMME SPECIFICATION
Foundation Science Degree Nursing Associate

Part 1: Information	
Awarding Institution	University of the West of England (UWE)
Teaching Institution	UWE, University Centre Somerset
Delivery Location	Glenside campus, University Centre Somerset
Study abroad / Exchange / Credit recognition	No
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Nursing and Midwifery
Professional Statutory or Regulatory Body Links	None
Highest Award Title	Foundation Science Degree Nursing Associate
Default Award Title	None
Interim Award Titles	Certificate Higher Education in Health and Social Care
UWE Progression Route	BSc (Hons) Health and Social Care BSc (Hons) Nursing for those wishing to progress to registration (18 months top up required)
Mode of Delivery	FT / PT
ISIS code/s	PA/PT: B791 Apprenticeship PT: B79B
For implementation from	June 2018

Part 2: Description

The FdSc Nursing Associate Programme has been developed to provide an outcome based programme of academic and work-based learning that will develop the wide-ranging skills and capabilities required to support the role of the registered nurse. The programme is aligned with the requirements for the Education and Skills Funding Agency [Level 5 Nursing Associate Higher Apprenticeship](#). The programme is a collaboration between a range of NHS clinical providers and partner HEI guided by the curriculum framework for the development of the Nursing Associate role (HEE 2016).

The programme builds on the traditions, experience and values of a nursing profession that looks to the provision of the highest quality, person-centred care in the 21st century. In a fast-paced world of change, the programme places compassionate care at its core whilst promoting the enthusiastic adoption and promotion of those technologies and innovations that support improvements in patient care and service improvement.

The programme is aimed at those individuals currently working in health care. Enabling them to have opportunities to progress and develop their careers and to prepare Apprenticeship trainees for a variety of roles. They will work under the leadership and direction of registered nurses providing high quality holistic and person-centered care to individuals whilst supporting the registered nurse in the assessment, planning implementation and evaluation of care. The programme aims to produce compassionate, competent and confident nursing associates at academic level 5, qualified to deliver a wide range of clinical care and interpersonal 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 behaviors in a wide range of health and care settings.

The programme is a collaborative development with clinical partners in meeting both local and national demands of the health care workforce to meet patients' needs and expectations now and in the future; with employability and enterprise skills development integral to the programme. The difference with this programme is that it meets the national curriculum framework outcomes for the role enabling the trainee apprentice on completion of the programme to be employed across a variety of health and social care settings without being confined to one geographical area. The trainee apprentice will be employed during this programme within an NHS provider or a private or voluntary organisation.

On completion of the programme the student will be able to progress onto **either** the BSc (Hons) Health or Social Care top up Degree, or onto a pre-registration nursing programme at mid-point year 2 under the current Nursing and Midwifery Council (2010) standards for entry to pre-registration programmes.

The curriculum is designed to facilitate the growth of the Trainee apprentice's knowledge, skills and demonstrate the values required of this role. It has eight domains with associated learning outcomes that are achieved through both theory and practice experience by the trainee. It is a full time programme based on a 40 week year.

There are eight Programme learning outcomes based on the eight domains of the Nursing Associate curriculum

1. Professional Values and Parameters of Practice:
2. Person-Centered Approaches to Care
3. Delivering Care:
4. Communication and Inter-Personal Skills:
5. Duty of Care, Candour, Equality and Diversity
6. Supporting Learning and Assessment in Practice:
7. Team-working and leadership:
8. Research, Development and Innovation:

Placement experience

By the end of the programme the trainee apprentice will have had the opportunity to work with a range of people in Hospital, close to home and at home in a minimum of three placement experiences and demonstrate all the eight domains for safe, effective, compassionate, competent, and non-judgmental care.

Uniqueness of placement experience

Part 2: Description

To facilitate the required placement experience and to enable work with a range of client groups there is a collaboration between clinical partners to offer an innovative placement pattern across all organisations. This will enable the trainee apprentice to follow patients throughout their journey. appreciating the patients perspective and reinforces the patient centered care philosophy of the programme

Trainee apprentices will have a mentor throughout their practice. This mentor will have overall responsibility for ensuring that the competences for the programme are achieved. This will be a registered nurse with at least one year's experience post qualification.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

On completion of the programme the trainee will be able to demonstrate personal responsibility and work independently within defined parameters of practice, taking the appropriate initiative in a variety of situations, and performing a range of clinical and care skills consistent with the roles, responsibilities and professional values of a nursing associate.

Regulations

Approved to [University Regulations and Procedures](#)

Part 3: Learning Outcomes of the Programme

By the end of the programme the trainee will be able to:

1. Professional Values and Parameters of Practice:

Demonstrate personal responsibility and work independently within defined parameters of practice, taking the appropriate initiative in a variety of situations and performing a range of clinical and care skills consistent with the roles, responsibilities and professional values of a nursing associate

2. Person-Centered Approaches to Care

Demonstrate and be able to reflect those skills, attitudes and behaviors that support the planning, delivery and evaluation of high quality person-centered, holistic care.

3. Delivering Care:

Be able to demonstrate work across organisational boundaries/ in a range of health and care settings and apply, in practice, the range of clinical nursing and care skills appropriate to their parameters of practice; They will be able to evaluate a range of appropriate nursing interventions to a range of client groups.

4. Communication and Inter-Personal Skills:

Be able to communicate effectively across a wide range of channels and with a wide range individuals, the public, health and social care professionals, maintaining the focus of communication on delivering and improving health and care services, and will possess those inter-personal skills that promote clarity, compassion, empathy, respect and trust;

5. Duty of Care, Candour, Equality and Diversity

Be able to demonstrate explain and evaluate the principles underpinning duty of care, equality and diversity and the need for candour and will consistently demonstrate the application of those principles in and across a range of settings throughout the life-course;

6. Supporting Learning and Assessment in Practice

Demonstrate competence of the appropriate skills, attitudes and behaviors that support personal development and lifelong learning together as well as those associated with the development of others;

7. Team-working and leadership:

Demonstrate the principles underpinning leadership frameworks and associated team-working and leadership competencies, and demonstrate a range of those competencies, attitudes and behaviors required of a nursing associate

8. Research, Development and Innovation:

Be able to demonstrate understanding of the importance of research and innovation, and their own role in this, across the health and care landscape in improving the quality of patient safety and care and in addressing the challenges faced within the context of rising public expectations.

Part 3: Learning Outcomes of the Programme											
Learning Outcomes:	UZWY3P-30-1	UZWY3Q-15-1	UZWY3R-30-1	UZWY3S-15-1	UZWY3T-15-1	UZWY3U-15-1	UZWY3W-30-2	UZWY3X-15-2	UZWY3Y-30-2	UZWY43-30-2	UZWY3N-15-2
Knowledge and understanding of:											
the fundamental principles of nursing practice and how these guide the assessment, planning, delivery and evaluation of care	x		x				x	x	x	x	x
Bio/psycho/social underpinning care delivery		x					x		x		
Person centered holistic care	x		x				x	x	x	x	x
Demonstrate a variety of communication strategies including ICT	x		x	x		x	x	x	x	x	x
Leadership and management skills							x	x	x	x	x
Pharmacology and administration of medicines			x						x	x	
Preventative and public health			x				x			x	
Research and innovation in health care			x		x	x	x	x		x	x
(B) Intellectual Skills											
Analyse and present information in a variety of formats		x	x	x	x	x	x	x	x	x	x
Academic skills for professional practice			x		x	x	x	x	x	x	x
Be able to undertake evaluation in a variety of contexts	x		x		x	x	x	x	x	x	x
Be able to demonstrate problem solving	x		x	x	x	x	x	x	x	x	x
Be able to be a critical thinker			x	x	x	x	x	x	x	x	x
Be able to critically reflect on their own practice	x		x	x		x	x	x	x	x	x
(C) Subject/Professional/Practical Skills											
Be able to undertake a range of nursing skills to meet patient needs in a range of care settings	x	x	x	x			x	x	x	x	x
Correctly and safely undertake any/all delegated medicine calculations			x						x	x	
Administer medicines safely and in a timely manner			x						x	x	
Undertake Public health interventions with arrange of patients			x				x			x	
(D) Transferable skills and other attributes											
Organise own workload and time to manage effective practice	x		x	x	x	x	x	x	x	x	x
Have embedded lifelong learning and study skills into their own practice			x		x	x	x	x	x	x	x
Reflective and reflexive skills for their own practice	x	x	x	x	x	x	x	x		x	x
Able to use numeracy and calculation skills safely and accurately		x							x	x	

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time undergraduate student** including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

Upon successful completion of this award, apprentices working towards the Nursing Associate Higher Apprenticeship will undertake an end point assessment the timing of which will be decided by the employer at the successful completion of all academic theory and practice elements. The end point assessment consist of an Observation including question and answer session as necessary and a professional discussion

ENTRY		Compulsory Modules	Optional Modules	Awards
	Level 1	<p>UZWY3R-30-1 Professional Practice 1</p> <p>UZWY3P-30-1 The Delivery of Person-centred Care</p> <p>UZWY3S-15-1 Communication and Interpersonal Skills</p> <p>UZWY3T-15-1 Introduction to Research</p> <p>UZWY3U-15-1 Innovation and Quality Improvement</p> <p>UZWY3Q-15-1 Anatomy and physiology for healthcare practice</p>	none	<p>Interim award: Certificate Higher Education in Health and Social Care 120 credits level 1</p>
	Level 2	<p>UZWY43-30-2 Professional Practice 2</p> <p>UZWY3W-30-2 Public and Preventative Health & Wellbeing</p> <p>UZWY3X-15-2 Team Work and Leadership in Practice</p> <p>UZWY3Y-30-2 Pharmacology and Medicines Management</p> <p>UZWY3N-15-2 Supporting learning and assessment in practice</p>	none	<p>Award: FdSc Nursing Associate</p> <p>120 credits at level 1, and 120 credits at level 2</p>

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

- **Health assessment/declaration/vaccinations.** Applicants must be in good health and be up-to-date with routine immunisations e.g. tetanus, diphtheria, polio and MMR. Applicants who are offered a place will be required to complete a questionnaire and must be prepared to undergo a medical examination. Applicants will also be required to confirm their status in respect of a number of infectious diseases and immunisations (tuberculosis, measles, mumps, rubella, chicken pox, varicella, hepatitis B, hepatitis C, HIV antibodies) and be prepared to have all required vaccinations. If vaccinations are not up-to-date this will affect ability to continue on the course. Concerns with regards to vaccinations should be raised at the point of application.
- **Disclosure of Criminal Background.** The Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.
- Functional skills level 2 in Maths and English / grade C / 4 GCSE Maths and English or equivalent

In addition for the apprenticeship route:

- Candidates must be in employment in a health care role. Note: to access funding from the employing institution's apprenticeship levy the candidate must be employed in a higher apprenticeship role (further details on the Education & Skills Funding Agency funding requirements can be found [here](#)).

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

Part 6: Reference Points and Benchmarks

Set out which reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

- Framework for higher education qualifications (FHEQ)
- Subject benchmark statements
- Qualification characteristics for [Foundation degrees](#)
- Nursing Curriculum Framework (2016) Health Education England
- Raising the Bar The Shape of Caring (2015) Health Education England
- Examining the Evidence for New roles in Health Care (2015) Health Education England
- Apprenticeship standards for Nursing Associates DE (2017)

[Strategy 2020](#)

Part 6: Reference Points and Benchmarks

UWE Strategy 2020 has four key priorities - outstanding student learning, ready and able graduates, research with impact and strategic partnerships, connections and networks. Programme learning, teaching and assessment strategies relate to all four of these key priorities.

[University policies](#)

- Assessment cycle policy
- Work Based learning policy
- Disclosure and barring service policy

The programme is aligned with the requirements of the Education and Skills Funding Agency [Level 5 Nursing Associate Higher Apprenticeship](#)

Appendix 1: Mapping of learning outcomes from FdSc Nursing Associate to the Nursing Associate Higher Apprenticeship Standard

The below table demonstrates how this award satisfies the knowledge, skills and behaviours defined in the apprenticeship standard.

At the point of registration, the nursing associate will:	UZWY3R-30-1 Professional Practice 1	UZWY3P-30-1 The Delivery of Person Centred Care	UZWY3S-15-1 Communication and interpersonal Skills	UZWY3T-15-1 Introduction to Research	UZWY3U-15-1 Innovation and Quality Improvement	UZWY3Q-15-1 Anatomy and physiology for healthcare practice	UZWY43-30-2 Professional Practice 2	UZWY3W-30-2 Public and Preventative Health & Wellbeing	UZWY3X-15-2 Team Work and Leadership in Practice	UZWY3Y-30-2 Pharmacology and Medicines Management	UZWY3N-15-2 Supporting Learning and assessment in practice
1: Professional Values and Parameters of Practice											
Apply and promote safe and effective practice that places the individual and/or family/carer at the centre of care in a manner that promotes wellbeing and self-care	✓	✓	✓	✓		✓	✓	✓		✓	
Display a personal commitment to professional standards and ethical practice, operating within national and local ethical, legal and governance requirements	✓	✓	✓	✓		✓	✓	✓		✓	
Act as a role model for others acting with probity and personal integrity in all aspects of practice, be truthful and admit to and learn from errors	✓	✓	✓			✓	✓				✓
How to exercise personal responsibility and work independently within defined parameters of practice, legislation and local policies	✓	✓	✓	✓		✓	✓			✓	✓
2: Person-Centred Approaches to Care											
Deliver holistic, person centred nursing care	✓	✓	✓			✓	✓	✓			
Engage actively with individuals, their families and/or carers by establishing their needs, wishes, preferences and choices and incorporate these into care planning	✓	✓	✓				✓	✓		✓	✓

Ensure the rights of individuals are upheld and facilitate the resolution of any conflict arising	✓	✓	✓				✓	✓			
Act independently and in partnership with others to: ensure that the rights of individuals are not overlooked or compromised; and resolve conflict in situations where there may be refusal of care by individuals or their families	✓	✓	✓				✓	✓	✓	✓	
3: Delivering Nursing Care											
Deliver planned interventions under direction of Registered Nurse without direct supervision delivering care, at times, independently in line with an agreed and defined plan of care	✓	✓					✓		✓	✓	
Support healthcare professionals to assess, plan, deliver and evaluate care	✓	✓	✓			✓	✓			✓	✓
Recognise and act upon including escalating where necessary, in a timely manner, early signs and/or deterioration using appropriate physiological or psychological assessments and observations	✓	✓	✓			✓	✓			✓	
Safely administer medication	✓						✓			✓	
Safely use invasive and non-invasive procedures, medical devices, and therapeutic, technological and pharmacological interventions	✓					✓	✓			✓	
Work safely and learn from the assessment and evaluation of health and safety related incidents	✓				✓		✓				
Raise health risks for discussion with individuals and undertake brief interventions (including key messages for major lifestyle risk factors) and assess evidence of effective interventions	✓		✓			✓	✓	✓		✓	
4: Communication and Interpersonal Skills											
Communicate complex, sensitive information effectively and improve communication using a range of strategies with regard to person centred care, duty of care, candour, equality and diversity to reduce conflict and complaints	✓	✓	✓				✓	✓		✓	✓
Handle information and data in line with national and local policies and legislation	✓	✓	✓	✓			✓	✓	✓		✓
5: Team Working and Leadership											
To lead peers and others where appropriate	✓						✓	✓	✓		✓
Use reflection to improve personal performance Work effectively with others in teams and/or networks to deliver and improve services	✓	✓					✓	✓	✓		✓
Contribute to planning, management and optimisation of resources to improve services and promote equity in access to services	✓					✓	✓	✓	✓		✓
Contribute to and support quality improvement and productivity initiatives within the workplace	✓				✓	✓	✓	✓	✓		✓

Assess and manage risk to individuals	✓	✓	✓			✓	✓	✓	✓	✓	
The supervisory and leadership opportunities and roles for a nursing associate	✓	✓					✓		✓	✓	✓
Quality and service improvement, including the focus on unwarranted variation as a way of ensuring the right care in the right place at the right time	✓			✓	✓	✓	✓	✓	✓	✓	
Health and social care leadership frameworks	✓						✓	✓	✓		
6: Duty of Care, Candour, Equality and Diversity											
Safeguard and protect vulnerable adults and children	✓	✓	✓				✓		✓	✓	
Manage tensions and conflicts between an individual's rights and a duty of care	✓	✓	✓				✓		✓		
Demonstrate the ability to treat all individuals, carers and colleagues with dignity and respect for their diversity, beliefs, culture, needs, values, privacy and preferences.	✓	✓	✓			✓	✓	✓	✓	✓	
7: Supporting Learning and Assessment in Practice											
Act as a role model in terms of ongoing learning and development of professional knowledge, skills and capabilities	✓						✓			✓	✓
Demonstrate the skills required for career-long CPD	✓						✓			✓	✓
Promote and actively support, leading where appropriate, training, teaching, learning, supervision and assessment within the workplace	✓						✓			✓	✓
Contribute to the education and promotion of health and wellbeing in individuals, their families and/or carers.	✓		✓			✓	✓	✓		✓	✓
8: Research Development and Innovation											
Apply critical analytical skills in a research/audit/service improvement context, working within an ethical framework				✓	✓		✓	✓			
Contribute effectively to evidence-based audit procedures, research, development and innovation in the delivery of health and care	✓			✓	✓		✓	✓			
Adhere to all ethical, legal, governance and quality assurance frameworks that pertain to research, development and innovation.	✓			✓	✓		✓	✓		✓	

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First CAP Approval Date	28 March 2017		
Revision Approval Date		Version	3
Next Periodic Curriculum Review due date	2023		
Date of last Periodic Curriculum Review			