

PROGRAMME SPECIFICATION

Foundation Degree Science in Nursing Associate

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	B700
Programme Duration	Full-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	<p>Institute for Apprenticeships (IFA) (2018) Nursing Associate Apprenticeship Standard</p> <p>Health Education England (HEE)(2017)Nursing Associate Curriculum Framework</p> <p>HEE 2016 Building Capacity to Care and Capability to Treat - a new team member for health and social care: Consultation</p> <p>HEE 2015 Raising the Bar: Shape of Caring</p> <p>HEE 2014 Values Based Recruitment Framework</p> <p>NHS England Leading Change, Adding Value 2016</p> <p>NHS England Delivering the Forward view: NHS Shared Planning Guidance 2016/17</p> <p>NHS 2016 Compassion in Practice - Evidencing the Impact Year Three</p> <p>NHS 2014 Compassion in Practice - Two Years on</p> <p>NHS 2014 Five Year Forward View</p> <p>QAA 2015 Foundation Degree: Characteristics Statement</p> <p>NMC 2018 Standards for pre-registration nursing associate programmes</p> <p>NMC 2019 Standards of proficiency for nursing associates</p> <p>Skills For Health 2017 National Occupational Standards NHS Knowledge and Skills Framework</p> <p>NMC Standards for Student Supervision and assessment (2018)</p> <p>NMC Standards for pre-registration nursing associate programmes (2018)</p> <p>NMC Standards of Proficiency for Nursing Associates (2018)</p> <p>QAA Quality Assuring Higher Education Apprenticeships: Current Approaches (2018)</p> <p>Institute for Apprenticeships and Technical Education Nursing Associate Standards (2019)</p>
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Foundation Degree Science in Nursing Associate
Programme Leader	Alison White

Educational aims of the programme

The programme aims to produce compassionate, competent, and confident nursing associates able to deliver care in a wide range of clinical environments. They will be able to practice safely and effectively within their scope of practice, in accordance with current policy, whilst demonstrating appropriate values and behaviours under the supervision of a registered nurse.

To equip learners with the knowledge and skills required for safe, effective, and accountable practice.

To enable learners to reflect on their practice and improve the care provided.

To develop key skills of communication enabling effective participation in multidisciplinary team working and the

provision of person centred care.

To furnish learners with the ability to recognise their own learning needs in order to plan their own personal and professional development.

To create nursing associates with critical thinking skills who can propose solutions to problems, appraise complex information and use evidence to evaluate practice.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education Healthcare Studies

A student who is eligible for this award will be able to:

Demonstrate an understanding of the legal, ethical, cultural and political issues underpinning health needs and nursing practice;

Identify own personal and professional knowledge and skills from theory and practice to identify developing strengths and existing learning needs

Demonstrate reflective processes and support continuing professional development

Examine the biological, psychological and social and pharmacological elements of clients care across the lifespan.

Analyse and interpret relevant health promotion /education to promote well being of a range of clients.

Target award Learning Outcomes - Foundation Degree Science

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate an understanding of the factors that affect health and well-being in a variety of communities and care settings.
2. Identify and apply professional values and legal principles to the role.
3. Demonstrate a fundamental understanding of pharmacology, pharmacokinetics, and pharmacodynamics as applied to a range of conditions.
4. Identify and act on risks to safeguard vulnerable people.
5. Identify the biopsychosocial impact of ill-health on the individual.
6. Demonstrate an understanding of the role of the nursing associate within collaborative working.
7. Demonstrate knowledge of anatomy and physiology as applied to health.
8. Demonstrate critical understanding of collaborative working and communication when working with a range of people in the health care context.
9. Critically appraise ones own leadership skills and their application within the contemporary health and social care context.
10. Critically appraise a range of health interventions as applied to the practice context.
11. Identify and appraise learning, teaching and assessment strategies as applied to a variety of contexts.
12. Critically apply knowledge of anatomy and physiology in understanding the health needs of a range of patients.
13. Demonstrate an understanding of the concept of human factors and its application to the role of the nursing associate in safety and quality care.
14. Demonstrate an ability to reflect on one's own practice to improve performance.
15. Demonstrate an ability to interpret data required for safe and accountable practice.
16. Apply knowledge to situations demonstrating sound judgement in decision making.
17. Demonstrate an ability to develop and present arguments supported by evidence.
18. Use a range of techniques to undertake critical analysis of information in order to propose solutions to problems.
19. Identify the parameters of practice and work within own sphere of competence.
20. Demonstrate attitudes and behaviours that are caring, compassionate, and non-discriminatory at all times acting as a role model to challenge and improve the behaviours of others.
21. Demonstrate the ability to accurately undertake the calculation of medicines, their safe handling, and administration and documentation within the recognised sphere of responsibility.

22. Identify opportunities for the provision of health promotion in a range of client groups.
23. Demonstrate the application of contemporary models of care delivery to a range of client groups.
24. Demonstrate an understanding of, and the ability to reduce risk and provide safe care in practice to a range of client groups.
25. Support patients to provide self-care to optimise their health and well-being in a range of settings.
26. Demonstrate competency in the delivery of person centred care across a diverse range of client groups.
27. Demonstrate the ability to safeguard patients, carers, and families in the care context.
28. Practice ethically in unpredictable situations recognising the limitations of the role.
29. Apply the concepts of accountability and responsibility in the health and social care context.
30. Utilise assistive technologies in the health care context.
31. Collect, interpret and communicate data to identify risk and ensure patient safety.
32. Analyse information to apply a range of established techniques to identify and utilise opportunities to promote health, encourage self-care and assist clients to navigate a range of care services.
33. Effectively teach others a range of skills commensurate with the scope of practice.
34. Apply the concepts and principles of integrated working in the health care context.
35. Apply legal and ethical frameworks in an informed manner to a range of situations.
36. Demonstrate competence in the delegation of tasks within the sphere of competence of ones self and others.
37. Demonstrate the ability to identify ones own learning needs and utilise a personal development plan (PDP) to meet individual goals.
38. Demonstrate personal resilience.
39. Demonstrate a non-judgemental approach to interpersonal relationships.
40. Develop team working and emerging leadership skills.
41. Develop digital literacies for the learning environment.
42. Demonstrate effective interpersonal skills and the ability to communicate in a coherent and structured manner.
43. Demonstrate effective communication through written and verbal methods in a coherent manner.
44. Appraise ones own self awareness and emotional intelligence to demonstrate the principles of equality and diversity.
45. Apply effective numeracy skills to a range of situations.
46. Apply reflective and analytical skills to determine ones own personal and professional development needs.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

The programme utilises a variety of teaching and learning approaches that are designed to motivate and inspire apprentices. These include;

Lectures

Seminars

Tutorials

Work based learning

OCSE

Practical

Teaching and learning approaches anticipate the diverse learning needs of apprentices and are informed and enriched by research, scholarly activity and enhanced by technology. The programme incorporates a blended learning approach where learning is facilitated through a range of teaching activities, and supplemented by access to information and out-of-class interaction via the University's Virtual Learning Environment. Tutors exploit resources and techniques to encourage apprentice engagement and interaction, for example through the use of electronic classroom voting systems, simulated learning, small group work and discussion. Student-led and scenario-focused learning encourage apprentices to engage with theoretical concepts through structured learning activities.

The programme assessment strategy utilises a wide range of assessment methods to ensure that apprentices are able to demonstrate their skills and knowledge related the module learning outcomes. These include;

Essays

Case Studies

Reflective accounts and analysis

Portfolio

Practice Assessment Records

Exams

Simulated Practice

Each module contains both summative and formative assessment tasks to enable apprentices to develop their skills and receive feedback throughout the module. There are also opportunities for diagnostic assessment to enable apprentices to anticipate, identify and action plan around their specific learning needs. Assessment activities reflect the professional culture and needs of the nursing profession. Hence there is a strong reliance on methods that relate to reflexivity, evidence-based practice and consideration of 'real-life' situations. Assessment tasks are varied and scheduled across the calendar year. Apprentices are encouraged to regard assessments as a part of a dialogue between themselves and their tutors that will inform their academic development. The programme approach to assessment also includes opportunities for apprentices to be directly involved in the development and operation of assessment. The Faculty is committed to enabling apprentices to achieve their maximum potential by embedding inclusive and accessible assessments.

Programme structure - programme rules and modules

Student who achieve 120 credits at level 4 may be awarded an alternate exit award of Certificate of Higher Education Healthcare Studies. The articulated progression route for this programme is BSc (Hons) Health and Social Care Development at level 6. In line with the University Recognition of Prior Learning Policy, apprentices who complete this programme may apply for advanced entry to Level 5 of BSc (Hons) Nursing (all routes).

Nursing associate students who are on work-placed learning routes:

- are released for at least 20 percent of the programme for academic study
- 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
- protected learning time must be assured for the remainder of the required programme hours

The student would typically spend;

Hub Hours = 1890 (Associates will work under supervision during these hub hours. These will all be protected learning time in line with NMC guidance)

Spoke Hours = 630 (This forms the assured protected 20% learning time in external practice placements)

Face to Face Theory Hours = 630 (Delivered within the University as one day per week study day. This forms the 20% of academic study required from Option B. In addition, students will be expected to study independently using directed materials from the module content.)

Completion of Programme

The Nursing Associate will be deemed to have completed the programme when they have achieve 120 credits at Level 4 and 120 Credits at Level 5 and completed the required number of theory and practice hours. They will be required to complete a declaration of good health and good character prior to the completion board. LJMU will then complete confirmation of eligibility for the NMC Register and students are then able to enter the register.

End Point Assessment (EPA)

The end point assessment is triggered by the employer when they judge that the gateway requirements have been met, and after determining readiness of the apprentice. The employer will select an EPA Organisation from the ESFA's (Education Skills Funding Agency) Register of Apprentice Assessment Organisations. The independent assessor must not have been involved in any on-programme training, development or on-programme review/assessment of the apprentice. Full details of the EPA content and process can be found at:

<https://www.gov.uk/government/publications/apprenticeship-standard-registered-nurse-degree-apprenticeship>

The practice modules within the programme will feed into the EPA process (See EPA mapping).

Assessment Gateway

Before going forward for the EPA the apprentice must have successfully completed the award of FDS Nursing Associate (presented here for conjoint approval with the NMC) and provide evidence of Maths and English at

Level 2 (even where these qualifications are a condition of entry). Judgement on whether the apprentice is ready for the EPA is taken by the employer who will gather views from LJMU, the NMC Practice Assessor, Academic Assessor and the Apprentice Associate to inform the outcome.

Level 5	Potential Awards on completion	Foundation Degree Science
Core	Option	Award Requirements
5001NAFDN Developing Clinical Practice (40 credits) 5002NAFDN Evidence Based Clinical Practice (20 credits) 5003NAFDN Developing the Role of the Nursing Associate (20 credits) 5004NAFDN Applied Biological Sciences (20 credits) 5005NAFDN Inter professional working in Health Care (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4001NAFDN Preparing for Clinical Practice (40 credits) 4002NAFDN Academic Learning for Practice (20 credits) 4003NAFDN Understanding the Role of Nursing Associate (20 credits) 4004NAFDN Biological Sciences (20 credits) 4005NAFDN Effective Communication for Practice (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

The following variances were approved by Education Committee on the 18th July 2019

- 1) 2 x 26 Week semesters per year
- 2) Two year-long 40 credit Practice modules (4001NAFDN and 5001NAFDN)
- 3) The Numeracy Examination component for 4001NAFDN (Pass / Fail) has a pass mark of 80%
- 4) The Health Numeracy Examination component for 5001NAFDN (Pass / Fail) has a pass mark of 100%
- 5) All components of 4001NAFDN and 5001NAFDN must be passed for an overall module pass grade to be achieved.
- 6) Students cannot be given a third attempt (either an Exceptional Second Referral or Final Module Attempt) at the practice component (Practice Assessment Record) in 4001NAFDN or 5001NAFDN. Students can be considered for a third attempt for the numeracy examination component in 4001NAFDN or 5001NAFDN only. Students awarded a fail grade for both attempts at the practice component in 4001NAFDN or 5001NAFDN will be discontinued from the programme.
- 7) Where students are given a Final Module Attempt in 4001NAFDN or 5001NAFDN but have previously successfully completed the practice element (Practice Assessment Record) this component will be carried forward and will not be required to be attempted again as part of the final module attempt.

Opportunities for work-related learning (location and nature of activities)

Work based learning accounts for 50% of the learning on this programme. There are competencies associated with the programme and achievement of these will be supported by a nationally agreed practice record, mentors in practice, and the programme leader. To support students during a placement experience a named Supervisor

will be allocated during periods of work-based learning. A Supervisor is a suitably prepared professional trained to support students in practice that meets NMC requirements. Students may be assessed by a suitable prepared supervisor such as a newly qualified registered nurse who has completed the Cheshire and Merseyside 'Support for Learning and Assessment in Practice' (NMC Assessment and Learning in Practice) workshop. All placements are subject to annual audits and are overseen by the Placement Learning Support Unit.

Criteria for admission

A/AS Level

A minimum of 32 UCAS points which can be achieved through A level or BTEC National Extended Diploma. A minimum of two GCSE's which must include Maths and English at grade C or above OR level 2 Equivalency in Numeracy and Literacy.

Other

Applicants apply via their employer who will support the student to undertake this apprenticeship programme. All candidates are expected to demonstrate they meet the DOH health requirements; provide evidence of a Fitness to Work Health check, and Enhanced Disclosure and Barring Service (DBS) checks. In addition evidence of completion of the Core Skills Training Framework and mandatory core skills training.

All candidates will undergo a joint interview using Values Based Recruitment methods with their employer and the university in line with the NHS Constitution.

Recognition of prior learning is permitted where this can be mapped to the programme learning outcomes in line with University Recognition of Prior Learning policy and only up to a maximum of 50% of the programme. Claims must also map to the NMC Standards of Proficiency for Nursing Associates.

Mature entry

Applications are welcomed from mature candidates who do not meet the standard criteria but who have appropriate knowledge and caring experience. NVQ Level 3 in Health Care, healthcare experience and evidence of recent study experience may be particularly important in this group.

Overseas qualifications

If English is not the applicants first language they must have been assessed by the IELTS and achieve a minimum of 6 (with no element less than 5.5)

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives

to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.