

Title of Programme: **FdSc Health Care Practice (Nursing Associate Higher Apprenticeship)**

Programme Code: **HSHAHCPSD**

Programme Specification

This programme specification is relevant to students entering:
25 September 2023

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification Nursing Associate Higher Apprenticeship FdSc Health Care Practice

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane/De Havilland Campus/Meridian House
Programme accredited by	NMC
Final Qualification	FdSc
All Final Award titles	FdSc Health Care Practice
(Qualification and Subject)	
FHEQ level of award	5

A. Programme Rationale

This foundation degree programme is designed for students wishing to become Nursing Associates. A nursing associate is a member of the nursing team in England that help bridge the gap between health and care assistants and registered nurses (NMC 2018). Nursing associates work with people of all ages, in a variety of health and social care settings. It's a stand-alone role that also provides a progression route into graduate level nursing.

A degree apprenticeship provides work based learning alongside studying to a Foundation Degree level promoting the growth of existing employers and future workforces. The Programme has been co-produced with key stakeholders including service users, carers, students, academics and practice partners. The programme combines academic study with workplace learning and authentic simulation to afford the learner knowledge, skills, behaviours and core skills required to meet the Nursing and Midwifery Council Standards of Proficiency for Nursing Associates (2018) and apply for registration as a Nursing Associate with the Nursing and Midwifery Council (NMC). The programme aligns to all the required benchmarks related to the apprenticeship standard ST0827

The programme has been mapped against the [Nursing Associate Apprenticeship Standard](#) and the [Nursing Associate End Point Assessment Plan](#). The End Point Assessment is integrated, and the apprenticeship will be completed once the End-point assessment gateway requirements are met in full and ratified by the Board of Examiners

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Provide a learning environment that enables the student to become a proficient, confident, safe and accountable Nursing Associate equipped with the necessary knowledge, skills, capabilities and value-bases to achieve fitness for practice, purpose, academic award and professional standing.;
- Provide the knowledge, values and behaviours to enable students in a wide range of roles and settings to provide direct quality person centred-care to patients, families and carers within communities;

- Support the development of new roles underpinned by a strong awareness of their boundaries of competence and expertise;
- Enable students to contribute to and manage their own learning by effectively engaging with the evidence and research literature, reflecting on practice and continuing life-long learning
Create opportunities for progression into a pre-registration nursing programme of study;

C. Intended Learning Outcomes

- The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Institute for apprenticeships Apprenticeship Standard ST0827
- Nursing and Midwifery Council (NMC) standards of proficiency for registered Nursing Associates
- Nursing and Midwifery council (NMC) Standards for pre-registration Nursing Associate Programme.
- QAA benchmark statements for Foundation Degree

and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1-Understand and apply legal requirements, policies and ethical frameworks to practice.</p> <p>A2-Understand body systems, pharmacology, social and behavioural sciences as applied to the delivery of care.</p> <p>A3-Understand the principles of research and how research findings are applied to evidence based practice.</p> <p>A4-Understand the nursing associate role, responsibilities and scope of practice within the multi-disciplinary team</p>	<p>Acquisition of knowledge and understanding is through inquiry based learning including a combination of lectures, workshops, group work, seminars and applied coursework assignments (A1-A4).</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Additional support is provided by the Academic Skills team and Learning Resource Centre.</p>	<p>Knowledge and understanding are assessed through a combination of authentic and practice focussed assessments that may include essay assignments, applied coursework; practical assignments, projects, presentations, professional discussions and unseen examinations</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1-Understand and apply research findings to provide evidenced based care.</p> <p>B2-Provide and monitor the effectiveness of individualised care in partnership with people, their families and carers.</p> <p>B3-Identify and manage risks and promote a safe and healthy work environment.</p>	<p>Intellectual skills are developed through the methods and strategies outlined in section A, above. Analysis, problem solving and assessment skills are further developed through tutorial work, practical assignments and in-course assessments.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through a combination of formative and summative approaches including; examinations in the form of multiple choice questions and scenario based short answer questions, assessed in-course assessments in the form of OSCEs, essays, project work, reflective</p>

B4-Identify the ethical and legal aspects of own practice.		<p>accounts and presentations.</p> <p>Assessment in practice is central to this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is integral to this.</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1-Prioritise and manage own work and case load and meet people's needs for safe, effective and person centred care.</p> <p>C2-Uphold and promote the values expected of those of a registered healthcare professional.</p> <p>C3-Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of all patients/service users</p> <p>C4-Deliver compassionate, person centred care in partnership with patients/service-users and/or their carers.</p> <p>C5-Promote effective multi-disciplinary teamwork and collaborate with others to enhance service provision.</p>	<p>Practical skills are developed through out the programme by a combination of experience in the practice setting, simulated practice sessions and practice skills development, reflection sessions, seminar and scenario-based presentations, individual and small group tutorials, discussion groups, lectures, coursework and workshops, learning packages and computer assisted learning.</p> <p>Skills learning is also facilitated by maintaining a Portfolio, which is a record of personal and professional learning and development within the workplace with the support of a mentor.</p> <p>Throughout, the learner is expected to consolidate their development of practical computing skills by use of computers available in the learning resources centre.</p>	<p>Practical skills are assessed through assessed in the workplace through the achievement of modular learning outcomes for practice contained in the Practice Assessment Document (PAD). This approach is complemented by observation of practice and the production of practice related assessments.</p> <p>Assessment in practice is central to this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is integral to this.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
D1-ommunicate effectively, using a range of skills and strategies with colleagues and people at all stages of life and with a wide variety of health challenges.	Transferable skills are developed through practical assignments, coursework reports, oral presentations, reflective logs and project reports.	Transferable skills are assessed through a range of assignments built into the curriculum assessment strategy, in coursework, examinations, on-line 'and

D2-Work effectively in a team. D3-Apply competent literacy, numeracy and information technology skills D4-Apply self reflection skills, seeking and responding to support and feedback to develop professional knowledge and skills.	Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.	computer based activities, oral presentations, reflective accounts and reports. Assessment in practice is central to this strategy and includes episodes of care, demonstration of professional values alongside a range of skills and attributes required for professional practice. Feedback on performance is obtained from registered nurses alongside other health and social care professionals. Service user and carer feedback is integral to this.
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D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in in part time mode only, and leads to the award of a Foundation Degree in Health Care Practice. The course is delivered over 24 months. All modules are compulsory and there are no options. Entry is normally at level 4 with suitable A level or level 3 equivalent. The programme will be reduced for students with Appropriate Accredited Prior Learning (APCL) or Accredited Prior Experiential learning (APEL) and this would be reviewed on a case by case basis. The reduction in the length of the programme will be to a maximum of 50% of the programme. Intake is normally Semester A - September and Semester B - March

Professional and Statutory Regulatory Bodies

All aspects of the programme are governed by the Nursing Midwifery Council professional regulations. The curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies, there is equal weighting between the delivery and assessment of theory and practice.

Work-Based Learning, including Sandwich Programmes

Work based learning and engagement with employers is central to the design of the Foundation Degree programme. To meet the Nursing Midwifery Council regulations 2,300 programme hours are required for the programme of which 1,150 are to be evidenced by practice experiences. Practice learning experiences are undertaken within a range of environments and students are supported by appropriately approved Practice Supervisors and Practice Assessors.

Higher apprenticeship students are required to be in a relevant role and supported by their employer to attend the programme. Students will apply their knowledge to their specific area of practice and be assessed in clinical practice. Students will be required to attend a range of placements and work a range of clinical shifts including long days, nights and weekends. Placement may be within the student's home (employer's) organisation and in alternative organisations. Protected learning time in placement will be assured by supernumerary status during placement.

Student Exchange programme
Incoming Exchange
NA

Study Abroad
NA

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Foundation degree award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Part Time

Entry point September (A), March (B)

Level 4

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules Year 1						
Module Title						
The Professional Role of the Nursing Associate	4HSK0087	15	0	100	0	A, B, C
An Introduction to Interprofessional Education and Team Working	4HSK0082	15	0	0	100	C, A, B
Communication and Relationship Management Skills	4HSK0083	15	0	100	0	B, C, A
Person Centred Care 1	4HSK0084	30	0	0	P/F*	ABC, BCA, CAB
Anatomy and Physiology for Healthcare	4HSK0085	15	0	100	0	C, A, B CA, BC, AB
Promoting Health and Wellbeing	4HSK0086	15	0	0	100	B, C, A
Academic Study Skills for Nursing Associates	4HSK0089	15	0	100	0	A, B, C

NOTE

*This module is Pass/Fail, with no numeric grade awarded. The Pass/Fail element of assessment must be successfully completed to pass the module.

For further information regarding the assessment for each module please refer to the Definitive Module Document.

Level 5

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules Year 2						
Module Title						
The Evidence Base for Care Delivery	5HSK0129	30	0	100	0	A, B, C
Person Centred Care 2	5HSK0128	30	0	100 P/F**	P/F**	ABC, BCA, CAB
Integrated Care for Nursing Associates	5HSK0130	30	0	0	100	B, C, A

Health and Wellbeing for Nursing Associates	5HSK0131	15	0	100	0	BC,CA, AB C,A,B
Accountability and Preparing for Practice	5HSK0132	15	0	0	100	BC,CA, AB C,A,B

NOTE

**This pass fail element must be successfully completed to pass the module however it will not contribute to the overall numeric grade.

Progression to level 5 requires a minimum of 120 credits passed at level 4. The award of a Foundation Degree requires 240 credit points passed with a minimum of at least 120 at Level 5.

Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
FdSc (with eligibility to apply for professional award with the Nursing Midwifery Council)	Health Care Practice	240 credit points including at least 120 at level 5	5	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	Health Studies	120 credit points at level 4	4, 5	All programme learning outcomes (see Table 2)

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Final compensatory credit (exemption from UPR AS14 section D4.4) and or inter-modular compensation is not permissible within the programme.

- Students awarded an FREN grade for 75 credits or more at a progression point will normally result in the student being withdrawn from their programme of study (exemption from UPR AS14 section D3). The employer will be informed of the failure to meet these requirements (normally, as part of the student's individual learning plan, ILP).
- The programme will be reduced for students with Appropriate Accredited Prior Learning (APCL) or Accredited Prior Experiential learning (APEL) and this would be reviewed on a case by case basis. The reduction in the length of the programme will be to a maximum of 50% of the programme (exemption from UPR AS11 2.2.3).
- Normally students cannot undertake further study at higher levels on the same programme of study if they have more than 30 credit points of failure outstanding from previous levels (Exemption from UPRAS14 D3.6) In these circumstances students may be able to undertake further study at a higher level on the same programme trailing up to 30 credits of module failure.

Further programme-specific regulations (requiring School-level approval) are given below:

- Students are required to attend all programme components in theory and practice.
- Students will be expected to attend all theory and practice components of the programme without exemption. Failure to follow the attendance guidance, as per programme policy, will normally lead to withdrawal from the programme. Failure to fulfil the requirements for practice as per programme policy (including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration will normally lead to the student being withdrawn from the programme. The employer will be informed of the failure to meet these requirements (normally, as part of the student's progress review).
- Failure to achieve a pass grade in relation to those attributes associated with professionalism within the practice document (as stated in the Professional Values Statement) in each year/part of the programme within EITHER the final summative practice experience of that part of the programme OR the subsequent retrieval practice experience will normally result in a student being withdrawn from their programme of study. The employer will be informed of the failure to meet these requirements (normally, as part of the student's progress review).
- Student must pass with 100% a health numeracy assessment in their final year before the student can be recommended entry onto the professional register.
 - All assessment outcomes must be successfully completed and results confirmed at an examination board by the progression point (normally at the end of each academic year) (Exemption from UPR AS14, section D3).
 - The end-point assessment (EPA) assesses whether apprentices have also passed the apprenticeship, and is based on the same professional knowledge, skills and behaviours as the occupational standard. EPA gateway determines that:
 - Apprentice has met the knowledge, skills and behaviours
 - Employer and NMC Approved Education Institution (AEI) are satisfied that the apprentice has consistently demonstrated they meet the KSBs of the occupational standard
 - Achieved English and mathematics at Level 2.
 - Completion of all required modules, taking into account any Recognition of prior learning (RPL), of the foundation degree approved by the Nursing and Midwifery Council in line with the requirements specified in the Nursing Associates Programme Standards (NMC 2018) which includes the mandatory protected learning time and a minimum 460 hours of external practice placements but before the AEI's examination board
 - Practice Assessment Document (PAD) completed and signed-off by their practice and academic assessor
 - The EPA starts with the examination board and finishes when the AEI makes the required declarations to the NMC. The apprentice is not required to carry out any additional assessments.
- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.
- Due to the nature of certain programmes of study, we advise applicants who will be under 18 years of age on or after the date of registration that this may mean there are financial implications and/or

an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing an appropriate range and scope of practice placements. If you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- Dean of School
- Associate Dean (Academic Quality Assurance) who has delegated responsibility for programmes in the School of Health & Social Work
- Head of Department
- A Nursing Associate Programme Lead, responsible for the strategic management and organisation of the programme
- An Apprenticeship tutor responsible for supporting each apprentice on their apprenticeship pathway.
- Module Leaders who are responsible for the administration and delivery of individual modules
- A Senior Administrator for Practice Placements to plan and administer the student placement allocations
- A team of Administrators to support the day to day administration associated with the programme
- Student representatives on programme committees
- Practice Supervisors, Practice Assessors and Academic Assessors
- Practice Education Facilitators
- Employer Liaison Manager
- Employer Mentors to provide support at work

Support

Students are supported by:

- A Programme Leader to help students understand the programme structure.
- An induction period at the beginning of each new academic session
- Personal Tutors to provide academic and pastoral support
- Practice Assessors, Practice Supervisors, Academic Assessors and Practice Mentors for academic and pastoral support in clinical practice
- Module Leaders for specific academic support in relation to identified modules
- A team of programme administrators
- Access to academic skills support
- An extensive Learning Resources Centre, incorporating a library and computer centre
- Canvas, a versatile on-line inter-active intranet and learning environment
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 3 Learning Resources Centres
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation and international student support
- The Students' Union
- The Office of the Dean of Students, incorporating Chaplaincy, Counselling, Mental Health Wellbeing Advisor and a Nursery
- A Medical centre
- An Equal Opportunities Officer
- Careers, Enterprise and Employment Services
- University Disability Advisors
- Guided student-centred learning on Canvas module sites
- An English language drop in centre
- A Mathematics drop in centre
- A Student Forum with representatives on programme committee

Practice support

In addition to the support mechanisms available to the students at the university, they will be supported in practice by practice assessors, practice supervisors and other individuals such as Practice Education Facilitators

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.
- A course fact sheet

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>

G. Entry requirements

The normal entry requirements for the programme are:

GCSE's/ O' Levels at grade C/4 or above (or equivalent) Must include: English Language, and Maths or equivalent at grade C/4 or above.

48 UCAS points which must be made up of at least two full 4-unit A level (A2) or equivalent level 3 qualifications (e.g. BTEC National, NVQ) or an Access to Higher Education qualification. Normally in the absence of formal academic qualifications applicants with relevant work experience in health or social care will also be considered, who can demonstrate at interview an ability to study at this level.

Employers will ensure that the apprentice is employed for a minimum of 30 hrs per week

All offers will be subject to the applicants' demonstration of the NHS constitution's 'Values and Behaviours', satisfactory interviews, numeracy and literacy test, health screening and the Disclosure and Barring Services (DBS) checks. You can view the full NHS Constitution for England on the Government website: <https://www.gov.uk/government/publications/the-nhs-constitution-for-england>.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

In addition, applicants must be:

- In current employment as a healthcare support worker (Band 2, 3, or 4) and working under the supervision of a registered nurse/practitioner.
- Working currently in a healthcare environment in either the NHS or private, voluntary or independent sector for a minimum of 30.0 hours per week.
- Supported by their employer who must provide:
 1. An employer's reference in support of the application;
 2. Evidence from their employer confirming that the student can be released from work duties to attend place of study one day a week for scheduled classes;
 3. Evidence confirming the availability of a mentor (apprenticeship requirement)/Practice Assessor/Practice Supervisor support;
 4. Evidence that satisfactory (i) occupational health clearance and (ii) the Disclosure and Barring Services (DBS) clearance have been undertaken prior to the commencement of the programme;
 5. Confirmation of content of mandatory training and date completed.

The recruitment process consists of short-listing followed by a selection day comprising an English and numeracy test and a values based interview. The interview panel will normally include a Trust and an Academic member of staff. Successful applicants will demonstrate:

- The potential to manage work and study commitments;
- A commitment to the [NHS constitution's](#) 'Values and Behaviours';
- An ability to discuss current health care issues;
- An interest in broadening and building on prior experiences;
- Good written and verbal communication skills.

If you would like this information in an alternative format please contact:
icaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

Nursing Associate Higher Apprenticeship FdSc Health Care Practice

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

			Programme Learning Outcomes (as identified in section 1 and the following page)																
			Knowledge & Understanding				Intellectual Skills				Practical Skills					Transferable Skills			
	Module Title	Module Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
Level 4	The Professional Role of the Nursing Associate	4HSK0087	X		X	X	X			X		X	X		X	X	X	X	X
	An Introduction to Interprofessional Education and Team Working	4HSK0082	X			X	X	X	X	X		X	X	X	X	X	X		X
	Communication and Relationship Management Skills	4HSK0083	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Person Centred Care 1	4HSK0084	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Anatomy and Physiology for Healthcare	4HSK0085		X	X		X			X		X			X	X		X	X
	Promoting Health and Wellbeing	4HSK0086	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	Academic Study Skills for Nursing Associates	4HSK0089			X	X	X			X	X	X			X	X	X	X	X
Level 5	The Evidence Base for Care Delivery	5HSK0129	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Person Centred Care 2	5HSK0128	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Integrated Care for Health and Wellbeing	5HSK0130	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Health and Wellbeing for Nursing Associates	5HSK0131	X		X	X	X	X	X	X		X	X		X	X		X	X
	Accountability and Preparing for Practice	5HSK0135	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Understand and apply legal requirements, policies and ethical frameworks to practice.
- A2. Understand body systems, pharmacology, social and behavioural sciences as applied to the delivery of care.
- A3. Understand the principles of research and how research findings are applied to evidence based practice.
- A4. Understand the nursing associate role, responsibilities and scope of practice within the multi-disciplinary team

Intellectual Skills

- B1. Understand and apply research findings to provide evidenced based care
- B2. Provide and monitor the effectiveness of individualised care in partnership with people, their families and carers.
- B3. Identify and manage risks and promote a safe and healthy work environment.
- B4. Identify the ethical and legal aspects of own practice

Practical Skills

- C1. Prioritise and manage own work and case load and meet people's needs for safe, effective and person centred care
- C2. Uphold and promote the values expected of those of a registered healthcare professional
- C3. Adopt anti-discriminatory and anti-oppressive practice whilst promoting the dignity and rights of all patients/service users
- C4. Deliver compassionate, person centred care in partnership with patients/service-users and/or their carers
- C5. Promote effective multi-disciplinary teamwork and collaborate with others to enhance service provision

Transferable Skills

- D1. Communicate effectively, using a range of skills and strategies with colleagues and people at all stages of life and with a wide variety of health challenges
- D2. Work effectively in a team.
- D3. Apply competent literacy, numeracy and information technology skills
- D4. Apply self reflection skills, seeking and responding to support and feedback to develop professional knowledge and skills

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Undergraduate
Date of validation/last periodic review	May 19
Date of production/ last revision of PS	March 2021
Relevant to level/cohort	Level 4 entering September 2023
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HSHAHCPFD	FdSc Health Care Practice (Higher Apprenticeship)	100290	N/A