

2018/19 and 2019/20 Course Handbook

For apprentices and employers

Foundation degree Science Nursing Associate

Higher apprenticeship

Non-integrated End-Point Assessment

January cohort (Level 4, Jan 2019-Jan 2020)

April cohort (Level 4, Apr 2019-Apr 2020)

July cohort (Level 4, Jul 2019-Jul 2020)

School of Health & Community Studies

Course code: FDSNA



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1 Welcome to the Course

1.1 Message from the Dean of School

Welcome! If you are joining us to start your course or returning to continue your studies, I hope that you enjoy and value your time at Leeds Beckett over the coming year. Your time at university is the beginning of something new and very special for you, and we are here to help you to meet your potential in your studies. Everything we teach and research in the School of Health & Community Studies makes a difference to communities and individuals, and this is the path you are following. Your studies will make a difference to the people you work with and the communities you serve, and you should be very proud of this.

The university experience is about more than getting a qualification though, it is about meeting new people and making new friends, developing your thinking about the world in general, and having fun along the way. Your tutors and I are here to help you every step of the way so please come and talk to us to share your hopes, challenges and achievements. I wish you every success in your studies.

Sue Sherwin, Dean of School of Health & Community Studies

1.2 Message from the Director of Apprenticeships

This handbook provides you with information that you will need on your course. You should find it helpful when you first start, when you are preparing for assessment and at any time that you need help or advice in connection with your studies here. You will also receive a module handbook for each module you study on your course. The course team is looking forward to working with you this year and we hope that your time studying with us at Leeds Beckett is both enjoyable and successful.

You are enrolled on an apprenticeship course that is preparing you for a career which carries with it both privilege and responsibility. You should be proud of the profession you are preparing to enter into, and look forward to upholding the values and standards that have made the UK nursing so well regarded across the world. It is important that you conduct yourself professionally at all times in order to justify the trust the public places in our profession. This can take some getting used to at first, but your course team and employers are here to support you. Throughout your course you will learn about the behaviour and conduct that the public expects from nurses and nursing associates. You will develop and be assessed on the knowledge, skills and attitude that you need to become a nursing associate.

On behalf of our University and the whole course team I would like to wish you well in your studies.

Liz Clark, Director of Nursing Apprenticeships

1.3 Message from your Course Leaders

Welcome to your course. A lot of the information that follows in this handbook is common to all our pre-registration nursing provision. However, our intention is that you start to identify with the unique requirements for nursing associates from the onset. We have a team of staff who have a commitment to nursing and we work in partnership with your highly committed employers and placement providers to facilitate your development into future practitioners that are able to shape the future of nursing locally, nationally and even on a global platform.

The course is challenging and rewarding in equal measures - do commit to developing good relationships with your fellow apprentices and with your Personal/Practice Support Tutor. We look forward to getting to know you over the weeks and years ahead and working in partnership with you all. It is a privilege to be part of your journey.

Rebecca Dickinson, Course Leader for the January cohort

David Stonehouse, Course Leader for the April and July cohorts

1.4 Academic Calendar and Timetable

The calendar for the Nursing Associate course differs from the standard University Calendar and you can find your calendar in the following appendices:

- **January cohort** - [see page 41](#)
- **April cohort** - [see page 43](#)
- **July cohort** - [see page 45](#)

Timetables are made available via:

- i) MyBeckett
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

1.5 Key Contacts

Staff in the School of Health & Community Studies are based in Portland Building on level 5. Staff phone numbers are displayed in the student learning space and if you have an appointment with a staff member, you should phone the relevant member of staff from this area and they will come to meet you.

Personal/Practice Support Tutors

- Rebecca Dickinson, r.j.dickinson@leedsbeckett.ac.uk, 0113 812 5601, Portland fifth floor
- David Stonehouse, d.stonehouse@leedsbeckett.ac.uk, 0113 8129256, Portland fifth floor
- Zoe Lambert, z.l.lambert@leedsbeckett.ac.uk, 0113 812 7101, Portland fifth floor

You will be informed who is your Personal/Practice Support Tutor at induction or soon after. Your Personal/Practice Support Tutor is your first point of contact for academic and personal matters while you are studying at Leeds Beckett. Your Personal/Practice Support Tutor is responsible for your academic support across all modules and is there for pastoral support throughout the year. They may signpost to student services for counselling, financial support, etc. as appropriate. Your Personal/Practice Support Tutor will meet with you at the start of the course and then offer you an appointment within the first four weeks of semester one to discuss any personal support requirements you may have and to review your pre-course work and academic plans.

You will also meet with your Personal/Practice Support Tutor for practice support sessions and you should be able to discuss any support requirements with them either during or after the session.

Please also see details of your tripartite meetings later in this handbook.

Course Leaders

- January cohort: Rebecca Dickinson, r.j.dickinson@leedsbeckett.ac.uk, 0113 812 5601, Portland fifth floor
- April and July cohorts: David Stonehouse, d.stonehouse@leedsbeckett.ac.uk, 0113 812 9256, Portland fifth floor

The Course Leader is responsible for the course as a whole. Rebecca and David are available for their apprentices wishing to discuss academic and personal needs and who, along with the Personal/Practice Support Tutor, may suggest referral to additional University support or support the student with an application for extenuating circumstances.

Course Administrator

Richard Whitehead, r.whitehead@leedsbeckett.ac.uk, 0113 812 5153, Calverley room 518

Director of Apprenticeships

Liz Clark, l.clark@leedsbeckett.ac.uk, 0113 812 4435, Portland room fifth floor

The Director of Apprenticeships has overall management responsibility for the quality of all apprenticeship in nursing courses and if you would like to meet with Liz to discuss any aspects of your University course, please contact her.

Academic Librarian

Penelope Cole, p.g.cole@leedsbeckett.ac.uk

Subject specific information support and search tools for Nursing can be found at:

http://libguides.leedsbeckett.ac.uk/subject_support/nursing - you can also book appointments with Penny through this web page.

Placement Team

The placement team can support you with any enquiries you may have regarding your clinical placements. To contact the placement team, please email: TNA@leedsbeckett.ac.uk

Course Representative

Course Representatives are student volunteers who represent your views at course-level, in course forums and in meetings with academic and support staff. Details about being a Course Representative are available at www.leedsbeckett.ac.uk/studenthub/course-representatives.htm.

The Students' Union oversees Course Representatives and more information is available at <https://www.leedsbeckettsu.co.uk/studentvoice/coursereprs>

1.6 Keeping in Touch

Academic and administrative staff at our University will use your student email address to contact you. It is important that you check this account regularly. You can forward emails from your student email address to a preferred personal email address, however, quarantine and spam filters needed by our University mean that emails sent from external email addresses may be delayed, blocked or deleted. **It is therefore important that your student email address is the only email address that you use to contact University staff.** Information on how to access your student email address can be found on the Student IT Support Pages:

http://libguides.leedsbeckett.ac.uk/it_support/office365/outlook.

Contacting Staff

If you need to contact a member of the academic team, you should first try to speak to them at the end of your lectures or in practice support. If they are not available, or the matter is urgent, please email them for an appointment.

Responses from Staff

Please allow staff 3-5 of their working days to respond to your email and if you do not receive a response, please re-email or phone. If you do have difficulties contacting a member of the team, your Course Leader or Course Administrator will be able to help.

Changes to Timetables

Please check the electronic timetable regularly (**at least once a week**) to see any changes which may have been made to forthcoming sessions. The course team will notify you by email of any changes which have to be made with short notice, i.e., affecting sessions in the next 7 days.

Cancelled Sessions

We will inform you of cancelled classes/activities/course notices as soon as possible. This will usually be done by email to your student email address and announcements sent out via the VLE. If on a rare occasion, you do attend a session and the member of staff does not arrive, please contact the course administrator for advice before leaving the session.

For each module, the module handbook will include the preferred method of communicating general information about that module to you.

Please make sure that you inform your Course Administrator whenever you change your address and contact details. It is important that you also update your records yourself. You can do this via the My Account/Update my Data tab on MyBeckett. This will ensure we can always contact you in an emergency, and that you receive any important University communications that we may need to send you.

Skype for Business

Skype for Business is a communication tool for staff and students:

- Make calls using audio, video and instant messages across the University community.
- Create and participate in group online meetings to support project assignments.
- Available across University devices and personal mobiles via a free downloadable app.
- Fully integrated with the Office 365 suite already used by staff and students.

The Skype for Business roll out to current students is complete. In order to prepare apprentices to use Skype, presentations have been developed in relation to using Skype and further guidance provided. It is envisaged that, in the first instance, apprentices will use the system for group presentation development work, peer support and academic support.

MyBeckett

MyBeckett, the portal and virtual learning environment provides:

- access to your modules and timetables;
- your reading lists and email account;
- your personal storage area on our University IT servers;
- information on where to look for academic or personal support (Support tab);
- information on opportunities such as jobs, careers, part-time work, placements and volunteering (Opportunities tab)

Further information and support for using MyBeckett can be found on the MyBeckett Support pages <http://libguides.leedsbeckett.ac.uk/mybeckett/guides>.

1.7 Working in Partnership

We are committed to working in partnership with you and the Students' Union to provide you with an inclusive, safe and engaging learning environment which is conducive to study for all our apprentices and our staff. An important element of your time studying with us is your engagement in developing your learning. Your engagement and attendance on your course enable you to further your learning and supports your achievement, course completion and aspirations for the future. There is an expectation that apprentices will attend, engage in their learning and submit for assessment. We provide support for you to maximise your time studying with us and to develop your learning, skills and abilities to support you in your chosen career path.

We seek active participation by all our apprentices in the continuous enhancement of our courses and through our monitoring, annual review and enhancement processes. These are formal processes used by our University for assuring the academic standards and quality of your course and its continuous improvement. These processes utilise your feedback, External Examiners' reports, feedback from staff and others, data relating to student outcomes on the course and student surveys to reflect on areas of good practice and areas for further enhancement. We invite all apprentices to participate in a range of opportunities to provide us with feedback on your course and modules. This may include discussions with staff, focus groups, and meetings (e.g., with Course Representatives or with staff) and formalised student surveys, e.g., mid module reviews, end of module evaluations and specific course or other surveys such as the Student Barometer, National Student Survey and Graduate Outcomes Survey. We utilise the outcomes of these surveys to benchmark our courses nationally and to inform annual course enhancements.

Informal feedback is also welcome at any time either via your Personal/Practice Support Tutor or module tutor or via your Course Representative. Our partnership with you enables us together to make the most of your learning experience with us and to enhance the quality and reputation of your course. You can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or through the Library.

1.8 Course Representatives

You have the opportunity of becoming an elected Course Representative working in a voluntary capacity with students, the Students' Union, the Course Leaders and members of the course team and our University. The Course Leaders, working in partnership with our Students' Union, enable the process for election and appointment of Course Representatives. The Students' Union provides training and development for Course Reps and supports their engagement in enhancement activities. Being a Course Representative provides an opportunity for you to enhance your own learning and the development of relevant professional and employability skills in parallel with your studies.

As a Course Representative you would play an important role in:

- acting as a point of contact and advocate for apprentices on your course and in supporting their active engagement;
- gathering feedback from apprentices on your course to inform further enhancements to the quality of your course and the student experience;
- enabling dialogue and good communication between apprentices and staff on the course;
- working with the Course Leaders, members of the course team and the Students' Union to enhance your course;
- facilitating and engaging in meetings about your course; and
- being an ambassador for your course.

Further details about Course Representatives are available on the Students' Union web site, on the Students web site and in our University's Academic Regulations.

2 Studying on this Course

Apprentices studying on this course are preparing themselves for employment as a Nursing Associate. The course and modules are mapped to the Nursing Associate Curriculum Framework (Health Education England, 2017) and the Nursing Associate apprenticeship standard. Please see the Course Specification appendix for more details.

2.1 Course Specification

The Course Specification is a concise description of your course's aims and objectives and how you will be taught and assessed - see Appendix 1 for the Course Specification.

Course Structure

The course structure outlines the modules that will be delivered on this course. Full details of the structure for this course can be found in the Course Specification.

Course Learning Outcomes

All courses are benchmarked against the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ-DAB). The FHEQ-DAB can be viewed on the Quality Assurance Agency website: www.qaa.ac.uk. Your course learning outcomes are in the Course Specification.

Module Information

For detailed information about the modules on this course please refer to the module handbooks.

2.2 Course Resources

The course resources include the following:

- Location: The course is delivered in the University, predominantly at the City Campus and in healthcare placements within the Yorkshire and the Humber region. We have a Placement Unit that supports the apprentices with their placements (see below). Apprentices will have the opportunity to undertake self-sourced placements which may be out of the region or overseas.
- Teaching and learning will take place in a number of venues in the University: lecture theatres and classrooms, the science laboratory, the communications suites, clinical skills laboratories and the simulation suite.
- Skills resources: The course is supported by a range of equipment including task trainers, adult, child and high fidelity simulated manikins, on line learning packages including the Safe medicate medication programme www.safemedicate.com and the Clinical Skills Web Site <https://www.elsevierclinicalskills.co.uk/>

- Nursing lecturers: The course is primarily delivered by nurses with current registrations with the Nursing and Midwifery Council. Non-nursing lecturers may deliver into some sessions for the specialist context.
- Service users and carer involvement in the delivery and assessment of the course, is a valued asset and continues to be developed.
- Library Resources: The course is also supported by the Libraries and Learning Innovation who provide a variety of services which include the libraries and IT facilities, individual student email accounts, MyBeckett, resources and equipment loans.
- Online: Apprentices are introduced to MyBeckett at induction and it is integrated throughout the course to support all structured and guided academic activity. Independent study and learning are also facilitated through MyBeckett with a range of interactive resources and links to professional and academic materials and sites. Examples include: virtual discussion areas, electronic submissions and feedback for level 4 modules, self-assessment quizzes, lecture slides available on the VLE for relevant modules and the Safe Medicate and Elsevier clinical skills web site.

2.3 Professional Recognition Associated with the Course

The Nursing & Midwifery Council (NMC) became the legal regulator for Nursing Associates in England in July 2018 and the Nursing Associate part of the NMC register opened in January 2019. The NMC has special arrangements in place to register people who started their training in England before 26 July 2019 and these arrangements apply to this nursing associate apprenticeship. Further details are provided here: <https://www.nmc.org.uk/registration/joining-the-register/register-nursing-associate/england/>

2.4 Skills you will Gain during the Course

Skills Developed

Apprentices completing this apprenticeship will have developed a wide portfolio of practical and academic skills. Health Education England's Nursing Associate Curriculum Framework and the Nursing Associate apprenticeship standard identify the standards and essential skills required for nursing associates and as a student, you will be working towards achieving these on the course.

Academic skills developed during the course include reflective and report writing, critical thinking and evaluation, team working, use of databases to search for evidence, change management and leadership and management skills.

Additional Activities/Recognition

You will have opportunities to gain recognition during your time at Leeds Beckett for the extra activities you do in addition to your studies, including volunteering, student societies, playing in our University sports teams and being a Course Representative.

2.5 Graduate Attributes

There are three Graduate Attributes for the University and these are tailored to suit your course. The three attributes you should achieve by the end of the course are for you to be digitally literate, have a global outlook and for you to be enterprising. Learning about these attributes and being assessed on them as part of your modules will provide you with capabilities which are essential for your future career and wider life as you move on from your studies here. You will be formally assessed on all the attributes in some of your modules at each academic level in each year of your course. For more information on graduate attributes please visit https://skillsforlearning.leedsbeckett.ac.uk/local/graduate_attributes/category_homepage.shtml. Information on your assessment is included in your module handbooks and the Graduate Attributes for the course are in the Course Specification.

2.6 Work-Related Activities and Employability

The Course Specification outlines what work-related activities are associated with this course and also how your course develops employability skills.

2.7 Opportunities for Graduates

The Course Specification includes details of career paths, further study options and other opportunities for graduates.

2.8 External Examiners

The External Examiners assure that you are assessed fairly in relation to other apprentices on the same course and also that the standard of your own award is comparable to similar courses taken by apprentices in other higher education institutions within the UK. The details of the External Examiner for this course are as follows:

- Ms Regina Holley, Course Leader, University of West London
- Ms Mandy Lee, Senior Lecturer, Oxford Brookes University
- Mrs Siobhan McCullough, Lecturer, Queen's University Belfast

The External Examiners provide an annual report for your course and your Course Administrator can provide details of the External Examiner's report on request. External Examiners' reports are located here: www.leedsbeckett.ac.uk/studenthub/external-examiners-reports

3 Assessment and Feedback

3.1 Assessment

Assessment Strategy

Information on the various methods of assessment can be found in the Course Specification.

University Assessment Regulations

Our University's assessment regulations are contained within the University Academic Regulations. Regulations on progression, award eligibility and merit/distinction requirements are available at: www.leedsbeckett.ac.uk/public-information/academic-regulations/.

Course-Specific Assessment Regulations and Professional Body Requirements

The course follows the Academic Principles and Regulations except where noted below.

The course is authorised to use the Fitness to Practise Policy:

<http://www.leedsbeckett.ac.uk/public-information/student-regulations/> (see the student conduct section)

The module Preparation for Nursing Associate Clinical Practice level 4 must be passed (all components passed at 40% or the stated threshold in the module handbook) to progress to level 5.

The module Preparation for Nursing Associate Clinical Practice level 5 must be passed (all components passed at 40% or the stated threshold in the module handbook) to achieve the target award.

These modules each have three components of assessment: Portfolio (pass/fail), Online Examination (pass mark level 4 80% and level 5 100%) (pass/fail) and a written assignment with 100% weighting.

Merit and Distinction for the award: Students who have demonstrated excellent performance will be awarded a distinction or merit where they have attained a specific average mark in assessments contributing to the final award as follows:

- 60% or more for a merit
- 70% or more for a distinction.

Notional hours: As the main placement hours are included in the learning and teaching activities for these Practice modules, the notional hours exceed 400 in these 40 credit modules.

Title of contained award: The contained award for the FdSc Nursing Associate is the Certificate of Higher Education Health Related Studies. This contained award follows the Regulations for the achievement of the Certificate of Higher Education.

Attendance requirements: The course stipulates 100% attendance requirement. Apprentices must follow the absence procedure in this Course Handbook.

Student Calendar: The course is scheduled with extended semesters, and does not follow the Student Calendar. Annual leave entitlement is determined by the employer.

Health and good character throughout the course: Any changes to a student's health and good character during the course must be declared to the Course Leader and Employer.

Reasonable adjustments plans: Due to the professional requirements of the course, readers and scribes are not usually permitted in any exams relating to drug calculations or OSCEs as these are practice focussed exams and this level of support is not reasonable in practice. Apprentices will be supported with extra time if detailed in the reasonable adjustment plan.

Assessment Schedule

Please note the exam/assessment periods in the course calendar and make sure that you are available during those periods. Further details of your schedule of examinations can be found on your timetable once the examination schedule is released. Coursework submission deadlines can normally be found on MyBeckett or in individual module handbooks.

Examination

Details of examinations can be found on the relevant module homepage.

Coursework

Details of course work assessment schedule can be found under the Assessment Tab on the left of the module homepage.

End-point assessment (non-integrated)

Details of the end-point assessment for your apprenticeship are provided in the apprenticeship guidance appendix.

Reasonable Adjustments and Assessment Support

Disabled students should contact Disability Advice at the earliest possible opportunity to discuss their support requirements for assessments and / or examinations. Where adjustments are required in relation to examinations, Disability Advice should be contacted as soon as possible after enrolment. This will provide the best chance of implementing the recommendations from the adjustment plan for that semester's main exam period. Where applications are later in the semester, we will try to put recommendations in place, but this may not always be possible. Please see Disability Advice on the 'Support' tab in MyBeckett for further information.

Submitting Assignments

Details of when and how to submit for assessment can be found in the module handbooks. It is important for your progression and achievement that you submit all work for all assignments in a timely manner. It is also important that you keep copies of all work submitted until after you have graduated. You should also keep any receipts confirming the submission of assignments. In the event of your submitted work being lost you may be required to produce a copy of the work and submission receipt. If you are unable to do so, your work will not be marked.

It is also important to note that submitting all assignments is a requirement of your course. Should you experience extenuating circumstances which prevent you from submitting on time please make yourself aware of extenuating section of this handbook. Without any form of extenuating circumstances, standard penalties apply for late submission of assessed work.

Full details of the penalties for late submission of course work are available in section 3.12 of the Academic Regulations at www.leedsbeckett.ac.uk/public-information/academic-regulations.

NB: If you have been recommended 'flexibility around deadlines' as a reasonable adjustment in your **Reasonable Adjustment Plan**, your Course Administrator will be able to advise you of the process.

Many modules require you to submit work via Turnitin. Please ensure you have sufficient time to review your similarity score and rectify before final submission if required. Further information on Turnitin is available here: <http://libguides.leedsbeckett.ac.uk/mybeckett/turnitin>

GUIDELINES FOR ASSIGNMENT PRESENTATION

The following guidelines are offered as a general requirement for all assignments unless specified otherwise in a specific module handbook.

Format

Layout - assignments must be typed in double line spacing (except for quotations of more than 3 lines) on a A4 size document. Margins should be 2 cm wide. Pages should be numbered. Font - **Arial**, size **12** should be used.

Structure

Title Page - giving your student number, University details, course, module details and word count.

Acknowledgements - for support received in preparation of the work.

Statement of Confidentiality - a clear statement of your intention to protect the anonymity and confidentiality of clients and colleagues should be included in all assignments. Please see the section on 'Ensuring anonymity and confidentiality in assignments' for further guidance.

Contents Page - showing all page numbers for the detailed listing in sequence.

Reference List - for all written assignments, in alphabetical order of authors, listing all journals/books used or referred to in your text. Use the Harvard referencing convention as outlined in 'Quote Unquote'. http://skillsforlearning.leedsbeckett.ac.uk/Quote_Unquote.pdf

Word count - assignments must not exceed or fall below 10% of the total word count allowed unless otherwise specified. Any content over the word count +10% will be disregarded and will not be marked. For example, if the word count is 3000 words then the marker will mark up to 3300 words and disregard anything written after that point. All words, including quotes, within the assignment are included in the word count, except for the reference list, appendices and any tables.

Please specify how many words you have used for your assignment on the front page.

Assignments which do not declare their word count will not be marked.

Appendices - if these are required as support materials they should be clearly numbered and listed in the contents page.

Style - try to write in a straightforward, clear style, avoiding colloquialisms and abbreviations like 'didn't' and 'can't', etc.

Plagiarism - Acknowledge all quotations and sources of information to avoid plagiarism using Harvard referencing. Use single quotation marks at the beginning and ending of the precise words used. Quotations longer than three lines should be indented five spaces and single spaced, so that they stand out clearly from your own material. Check the Skills for Learning web pages for further guidance on avoiding plagiarism and paraphrasing guidance so you can show your understanding.

3.2 Getting Feedback on your Assessed Work

Assessed work will normally be returned with appropriate feedback within four weeks of your submission. Each module handbook provides you with specific guidelines on how and when you will receive this.

In relation to assessment feedback, there is sometimes a perceived 'delay' between submitting an assessment and receiving feedback, as work has to be marked and moderated, before feedback can be given, but this will always be within the standard four week return period.

Formative Feedback

This will be provided either at face to face sessions with Personal/Practice Support Tutors (pre-course work and some skills sessions), during module sessions or via online or written feedback.

Summative Feedback

Marks will usually be released online on or before 6pm at the end of the 4 week turnaround period. Marks may be released earlier and if so, apprentices will receive an email informing them of the release. The module leader will then arrange for you to collect your work if necessary. Please note this 4 week period does not include public holidays and periods where the University is closed for business. Apprentices who are unclear about their feedback should make an appointment to discuss this with the marker in the first instance and should escalate to the course leader if there are any unresolved concerns.

3.3 How do I Get my Results?

Results from module assessments and decisions on progression to the next level of study (e.g. from level 4 to level 5 of an undergraduate degree) or awards (if you are in the final level) are available on the *Results Online* system from: www.leedsbeckett.ac.uk/studenthub/results-online.htm.

Results will only appear within *Results Online* five working days after the date of the Progression and Award Board meeting (the meeting where your end of level outcome will be decided) or the Module Board meeting (the meeting where modular outcomes are decided).

If you are unsure about when you might receive your results or have queries relating to your results, you should contact your Course Administrator.

3.4 Extenuating Circumstances and Mitigation

If you are experiencing problems which are adversely affecting your ability to study (called 'extenuating circumstances'), then you can apply for mitigation. The University operates a fit to sit/fit to submit approach to extenuating circumstances which means apprentices who take their assessment are declaring themselves fit to do so.

Examples of extenuating circumstances include personal or family illness, bereavement, family problems or being a victim of crime. You will need to provide evidence to prove your situation; the Students' Union Advice Service can offer guidance on what evidence you will need to present. Further information can be found at www.leedsbeckett.ac.uk/studenthub/mitigation and you should seek support and advice from your Personal/Practice Support Tutor and course administrator. Forms and any supporting evidence should be submitted to your Course Administrator.

NB: If you have been recommended 'flexibility around deadlines' as a reasonable adjustment in your **Reasonable Adjustment Plan**, your Course Administrator will be able to advise you of the process.

3.5 Re-assessment

If you have not passed a module at the first attempt you will be eligible for re-assessment. See your module handbook for details of the relevant re-assessment process (e.g. whether it is coursework, an examination, a presentation or other form of assessment/when it will take place/ what the deadline is). You are advised to contact your Course Leader, Course Administrator or Personal/Practice Support Tutor for any necessary clarification.

3.6 Student Appeals

If you feel that you have in some way been disadvantaged during your studies and this is reflected in your results, then you may have grounds for an academic appeal.

After your results are available on Results Online you have 15 working days to submit a request for an appeal hearing. You will find the information you need, including grounds for appeal, when and how to appeal and frequently asked questions at: www.leedsbeckett.ac.uk/studenthub/appeals.htm.

You are strongly advised to seek guidance from the Students' Union Advice Service on whether you have grounds for an appeal and the completion of the paperwork - see section 4 for Students' Union Advice Service contact details.

3.7 Academic Misconduct

Academic integrity is a fundamental principle within the University and is strongly linked to good academic practice. The University has processes to investigate alleged breaches of academic integrity and, where a breach of academic integrity is admitted or found, applies appropriate penalties. <https://www.leedsbeckett.ac.uk/studenthub/academic-integrity/>

Any attempt to gain an unfair advantage, whether intentional or unintentional, is a matter of academic judgement and may be considered to be a breach of academic integrity. Examples of unfair practice include, but are not limited to cheating, plagiarism, self-plagiarism, collusion, ghostwriting and falsification of data. Definitions of these offences and the **serious consequences of breaching** academic integrity can be found in our Academic Regulations: Section 10 Academic Integrity: www.leedsbeckett.ac.uk/public-information/academic-regulations.

In addition to the taught sessions within module *Academic Learning for Nursing Practice*, there is a range of resources available to help you understand what is and what is not permitted and how to use other people's ideas in your assessed work. These include the Skills for Learning website which can be found at <http://skillsforlearning.leedsbeckett.ac.uk>

If you are unsure on how to reference your work correctly please seek advice from your tutors or access the Skills for Learning resources online.

4 Where to Get Help

4.1 Personal/Practice Support Tutor

Your Personal/Practice Support Tutor (see Key Contacts in section 1) is an academic member of staff who teaches you on your course. Your Course Leader will make sure that you are given the contact details of your Personal/Practice Support Tutor at the beginning of each year, usually in your course induction. Normally, your named advisor will aim to follow you right through the duration of your course.

Your Personal/Practice Support Tutor has an important role to play in supporting you in academic matters while you are studying on this course. If you are struggling with your work, want to discuss your assessments and ways to improve your marks, your named Personal/Practice Support Tutor is there to support you. Your meetings with the Personal/Practice Support Tutor should be led by you. You might want to talk about career aspirations, your course, your progress and /or your academic results. You may want to set objectives for academic goals. They will also be able to signpost you to Student Services who can advise on a range of matters such as financial worries, accommodation worries or if you are anxious or need counselling. Getting to know your Personal/Practice Support Tutor in the first year of your course is really useful especially when University life and degree level study might be different from what you are used to. Further details on the role of your Personal/Practice Support Tutor are available here:

<https://www.leedsbeckett.ac.uk/studenthub/academic-advisor/>

4.2 Course Administrator

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

4.3 Online Student Support

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves.

The 'Support' tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/ registration.

The 'Opportunities' tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

4.4 Student Advice Hub

If you have any questions about or problems with life at our University, the first place to call, email or contact is the Student Advice Hub. The team can help with a broad range of enquiries including: funding and money advice, being an international student, disability, counselling and wellbeing support, student cards, accommodation, fee payments, support from the Students' Union, how to access on-line services, getting help with your CV, preparing for an interview, careers guidance and getting a part-time job. Details of these and other services are available under the Support and Opportunities tabs in MyBeckett, or on the 'Students' homepage:

www.leedsbeckett.ac.uk/studenthub.

You can find members of the Student Advice Hub in the Student Hubs on the ground floor of the Rose Bowl at City Campus and also in Campus Central at Headingley. Their telephone number is 0113 812 3000 and their email address is studentexperience@leedsbeckett.ac.uk. They work closely with the course teams, the Students' Union, all University Services and external organisations to make sure that if they don't have the answer to your question, they will know who will.

4.5 Disabled Students

Support for disabled students is available from our Disability Advice team. Support is available for students with a range of disabilities including:

- epilepsy, diabetes and IBS
- depression, anxiety and eating disorders
- dyslexia, dyspraxia, and AD(H)D
- Autism Spectrum Conditions
- Mobility difficulties
- Sensory impairments

Support is individually tailored depending on the nature of your disability and the demands of your course. We would encourage you to contact us as early as possible to enable us to implement any adjustments you may need. If you have a disability and have not previously declared it, please fill in our registration form [here](#) or contact the Disability Advice team on 0113 8125831 or email disabilityadvice@leedsbeckett.ac.uk

More information on disability advice is available under the Academic and Personal Support sections of the 'Support' tab in MyBeckett, and on the 'Students' home page

<https://www.leedsbeckett.ac.uk/studenthub/disability-advice/>

Disabled students can also access the Disability Resource Areas in each library and the support provided by the Library Learning Support Officer. More information is available at

http://libguides.leedsbeckett.ac.uk/using_the_library/disabled_and_dyslexic_users.

4.6 Library Help

The Library

The Libraries at City Campus (Sheila Silver Library) and Headingley provide a range of study environments to suit your needs and are both open 24/7, 365 days a year. The website <http://libguides.leedsbeckett.ac.uk/home> gives you access to thousands of resources and information about Library services available to support you.

Library Academic Support

The Library Academic Support Team can help you develop your academic skills such as critical thinking, academic writing and analysing data, and research skills such as how to find, use and evaluate information for your studies. Your Academic Librarian (see Key Contacts in section 1) also liaises with your lecturers to provide the information resources you need for your subject and to arrange academic skills sessions to support you in your studies. The team maintains a number of websites to support your learning:

- In your Subject guide, you'll find a variety of information resources which have been selected as a good starting point for research in that area. These are available from the homepage of the Library website: <http://library.leedsbeckett.ac.uk> or via the Course or Support tabs in My Beckett.
- On the Skills for Learning website, you'll find online resources covering topics such as essay writing, maths, research and time management, plus information to help you reference and avoid plagiarism. You'll also find information about workshops (both online and in person) that are designed to help you succeed in your assessments. The Skills for Learning website can be found at: <http://skillsforlearning.leedsbeckett.ac.uk/> or via the Library or Support tabs in My Beckett.

Help and Information Points

If you have any questions about using the library or need IT support you can get help:

- from the Help and Information Point on the ground floor of each library
- online (including 24/7 chat): http://libguides.leedsbeckett.ac.uk/contact_us
- by phone - 0113 812 1000 (including 24/7 IT support).

Skills for Learning

Skills for Learning provides a wide range of web resources and publications to help your academic skills including teamwork, research, essay writing and time management plus information to help you reference and avoid plagiarism. Information about workshops and one-to-one tutorials can be found at: <http://skillsforlearning.leedsbeckett.ac.uk/>.

4.7 IT Resources

Wi-Fi

University Wi-Fi is provided by eduroam, a secure wireless network, which also allows you Wi-Fi access if you visit other universities. To connect:

1. Select eduroam from available Wi-Fi
2. Your login details are:
Username: e.g., c1234567@leedsbeckett.ac.uk
Password: your normal university password

*Android Users: Select under Phase 2 Authentication - MS-CHAPv2

Help is available from the Library Advice Points or http://libguides.leedsbeckett.ac.uk/it_support/wifi

Microsoft Office 365

Our University provides students with a free subscription to Office 365 which can be downloaded from the IT tab in MyBeckett. All students who are registered for a qualification at Leeds Beckett are eligible and you will be able to use the subscription for the duration of your course. For instructions and more information, please visit our Student IT Help pages at http://libguides.leedsbeckett.ac.uk/it_support/software/microsoft_office_online.

OneDrive

OneDrive Leeds Beckett is your individual file storage with 1TB of storage space. With OneDrive you can access and share your files across your devices. This is accessible on University PCs and off-campus through Office 365 portal. See the Saving your Work pages on the Library website for more information. http://libguides.leedsbeckett.ac.uk/it_support/office365/onedrive

Media Equipment - free loans

You can borrow high-end Media Equipment for free. Browse, reserve and collect equipment ranging from GoPros to Remote Presenters from the ground floor of the Shelia Silver and Headingley Libraries. <https://www.leedsbeckett.ac.uk/studenthub/media-equipment/>

4.8 Students' Union Advice Service

The Students' Union Advice Service offers free, independent, non-judgemental advice and guidance to all Leeds Beckett apprentices. This can include advice on any problems you might have whilst on your course including all the Academic Regulations (Mitigation, Extensions, Complaints, Appeals, Disciplinary procedures and Academic Integrity). We can also give advice on any issues you may have with your housing including disrepair, contract checking and issues with deposits. We can also advise on student funding and debt.

We will listen to your problem and outline what options are available to you, so you can make an informed decision on what to do. Hopefully you will never need us but just remember we are here for you if you do.

Email: suadvice@leedsbeckett.ac.uk, Tel: 0113 812 8400, <http://www.leedsbeckettsu.co.uk/advice>

5 What to do if you...

5.1 ...are going to be absent

For all absences follow both your course and your employer's reporting processes.

You must notify your employer and email nursing@leedsbeckett.ac.uk if you are going to be absent for any University / Placement session or hours. Please provide the following information:

- Your Full Name
- Your Course (Nursing Associate)
- Your Personal/Practice Support Tutor's name
- Date/s of absence
- Modules and or Placement areas you will be absent from

For spoke placement absences, you must in addition, also contact the placement area before the start of your shift and speak with the nurse in charge, making a note of their name and the time you contacted them next to the timesheet. On return to spoke placement, please ensure the hours are signed off as absent by your spoke supervisor. Details of procedures to be followed to make up practice hours before the end of the academic year can be found in the Practice Support Handbook. Failure to follow this procedure may mean that these hours are classed as unauthorised absence which is a cause for concern.

5.2 ...are absent for more than one day

You must also notify your employer and Course Administrator if you are absent for more than one day (for example for an interview, emergency unforeseen circumstances, or for compassionate leave). If you are going to apply for mitigation you will need to provide written evidence of the reason for your absence (see section 3).

International Students

Please be aware that our University fully complies with United Kingdom Visas and Immigration (UKVI) policy at all times. There are legal reporting requirements for all students in the UK on a Tier 4 student visa, and full attendance is mandatory for all Tier 4 students. Failure to meet UKVI attendance requirements could lead to your academic sponsorship being withdrawn and your visa being revoked. Tier 4 students need to be aware of their responsibilities whilst in the UK, please see www.ukcisa.org.uk for full information. For up to date information about visas, immigration

issues and other matters relating to international students, please contact the International Student Advice Centre at internationalstudentadvice@leedsbeckett.ac.uk.

5.3 ...are ill

If you are unable to work/study because of illness for more than seven consecutive days (including weekends), you must provide your employer with a **Fit (sick) Note**:

‘A fit note (or Statement of Fitness for Work) allows your doctor or other healthcare professional to give you more information on how your condition affects your ability to work. This will help your employer understand how they might help you return to work sooner or stay in work. Fit notes may also be called medical statements or a doctor’s note.’ (NHS Choices, n.d.)¹

You can send a digital copy of your Fit Note to your Course Leader and Course Administrator, and the original to your employer.

Please ensure that you follow at all times your employer’s sickness/absence processes.

5.4 ...are ill on the date of an assessment

If you are absent through illness on the day of an examination or assignment deadline and you intend to apply for mitigation, you must also provide us with details and any available evidence as soon as possible. Contact your Course Administrator for a copy of the appropriate extenuating circumstances form. For more information on ‘fit to sit’ and mitigation please visit www.leedsbeckett.ac.uk/studenthub/mitigation.htm.

5.5 ...have a comment, compliment or complaint

We are committed to providing a high quality experience for all our apprentices. We welcome comments and compliments from apprentices, and find them valuable for on-going improvements to our provision. Comments and compliments about your course can be raised with your Course Representative or directly with your Personal/Practice Support Tutor.

If you have a specific complaint about an act or omission of our University, you may be able to make a complaint under the Student Complaints Procedure. In the first instance, you should raise the matter as soon as possible with the member of staff most directly concerned, or with the person who can best resolve it. If this does not resolve the matter, or if the complaint is too serious to be addressed in this way, then you should make a formal complaint in writing.

¹ This quote is extracted from NHS Choices (n.d.) **What are fit notes?** [Online]. Available from: <<http://www.nhs.uk/chq>>. [Accessed 26 February 2016].

Information about how to make a complaint, including the student complaints procedure and a complaints form, is available online at: www.leedsbeckett.ac.uk/studenthub/complaints.htm.

5.6 ...are considering suspending studies or withdrawing from the course

Please see the apprenticeship guidance appendix for further information.

If you are considering withdrawal from your course you should, in the first instance, discuss with your employer. You should also speak to your Personal/Practice Support Tutor, a member of staff at our Student Hub or the Students' Union to discuss your reasons. If there is a problem, University or Students' Union staff may be able to help. It may be possible to arrange suspension of studies from your course. <http://www.leedsbeckett.ac.uk/studenthub/changing-course/>

If you are considering withdrawing, permanently or temporarily, you must complete a withdrawal form, which you can obtain from your Course Administrator. This form must be submitted as soon as possible to your school office as withdrawals cannot normally be backdated. For further details see the Student Regulations at: www.leedsbeckett.ac.uk/public-information/student-regulations.

6 Relevant Policies

All student regulations and policies are available at: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

6.1 Safety, Health and Wellbeing

Policy Statement

Our University is committed to providing a vibrant, ethical and sustainable working environment that values wellbeing and diversity. This commitment exists alongside our wider legal and moral obligations to provide a safe and healthy working environment for our staff, apprentices and members of the public who may be affected by our activities. Further details of our Health and Safety policies are available at: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

Smoking

No smoking is permitted in any of our University buildings, this includes the use of vapour cigarettes (or other similar devices); if you do smoke outside our buildings please make sure that you stand at least five metres away from building entrances and boundaries.

Use of Laptops within our University

If you need to charge your laptop battery, please make sure that the battery charger/lead are undamaged, and only plug it into a designated power socket - if you are unsure of where these are, please ask a member of staff. Please make sure your battery charger cables do not create a trip hazard.

Fire Safety Procedures

Fire information is present on Fire Action Notices displayed in all our University buildings. These are normally present in corridors. Please read and follow the instructions. All fire exit routes are clearly identified. You should familiarise yourself with the location of fire exit routes and fire assembly points for the buildings that you may use in the course of your studies which can be found on the blue and white Fire Action Notices. Use the nearest available route out which may not be the route you use daily to enter the building.

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire using the emergency number 4444 - indicated on the Fire Action Notice. Do not tackle the fire unless you have been trained to do so. Evacuate the building to the fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised to do so.

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Take appropriate action to assist visitors and

mobility-impaired persons or wheelchair users to a safe refuge. Upon exiting the building, continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building. Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

Disabled Students

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair. If you are referred to the Disability Advisor, a Personal Emergency Evacuation Plan (PEEP) will be developed for you as appropriate.

Disabled students must declare their disability to the University, for it to be taken into consideration. You can find further information about the support available to disabled students studying at our University and contact details on the Support tab in MyBeckett and our website: www.leedsbeckett.ac.uk/studenthub/disability-advice.

First Aid

First Aid Notices (green and white) are displayed in all University buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid box. First Aid Notices provide all the information you may require to seek and summon assistance. First Aider contact details can also be obtained from the Student Hub or from Security: City Campus, internal ext. 23154 or Headingley Campus, internal ext. 23165.

Accident and Incident Reporting

All accidents and incidents and dangerous occurrences, must be reported to, and recorded by University staff. Accident report forms (HS1) are available at reception offices, Security and Student Hubs.

Infectious Disease

If you have been diagnosed with a serious infectious disease such as TB, measles, meningitis or chickenpox, you should notify their employer and Course Leader or Course Administrator as soon as possible giving information regarding which groups of apprentices (and/or colleagues and clients on placements) you have been in contact with and when. For diseases such as TB or meningitis, the West Yorkshire Health Protection Team may also wish to speak to you (or your family) to determine if others require screening or medication. You should follow advice given by the hospital or your GP and your employer about when it is safe to return to University.

Zero Tolerance

You should also familiarise yourself with our Zero Tolerance Report and Support web page: <https://www.leedsbeckett.ac.uk/studenthub/zero-tolerance/>

A selection of key policies for Nursing Associate Apprentices

- Student Code of Discipline
https://www.leedsbeckett.ac.uk/-/media/files/public-information/student_code_of_discipline.pdf?la=en
- Fitness to Practise Policy and Procedures
<https://www.leedsbeckett.ac.uk/-/media/files/public-information/student-fitness-to-practise-policy-procedure.pdf?la=en>
- Social Media Policy for Students
<https://www.leedsbeckett.ac.uk/-/media/files/public-information/txsocialmediapolicyforstudents.pdf?la=en>
- Dignity at Work and Study Policy
https://www.leedsbeckett.ac.uk/-/media/files/student-hub/equality-and-diversity/dw1_3_dignity_at_work_and_study_policy.pdf
- Equality and Diversity
<https://www.leedsbeckett.ac.uk/studenthub/equality-diversity/>
- Policy on Safeguarding Vulnerable Groups
https://www.leedsbeckett.ac.uk/-/media/files/public-information/student-regulations/tx_safeguarding-policy.pdf?la=en
- Code of Practice on Freedom of Speech and Expression
<https://www.leedsbeckett.ac.uk/-/media/files/public-information/txcodeofpracticewithexternalspeakers.docx?la=en>

6.2 Regulations

There are two sets of documentation you need to be aware of, the University Regulations and the Student Contract. The University Regulations relate specifically to your studies and your course. They cover issues such as assessment, progression and award requirements amongst a range of other issues. The Student Contract deals with a range of issues which apply to all students of our University.

6.3 University Academic Regulations

Our Academic Regulations can be found at: www.leedsbeckett.ac.uk/public-information/academic-regulations. You should familiarise yourself with these Regulations. The following sections are of particular relevance to your course:

- Education and Assessment
- Progression and Award
- Examinations
- Progression and Award Boards and Module Boards
- Disabled Students
- Extenuating Circumstances and Mitigation

- Appeals
- Academic Integrity

The Students' Union Advice service (www.leedsbeckettsu.co.uk) is able to offer advice and guidance on how to understand and use the Regulations.

6.4 Student Contract

The Student Contract is available at the following web link: <http://www.leedsbeckett.ac.uk/-/media/files/public-information/student-regulations/student-contract.pdf?la=en>. You should familiarise yourself with the Student Regulations relevant to you and ensure you adhere to the Student Contract.

Our Student Charter is available at: <https://www.leedsbeckett.ac.uk/assets/studentcharter/index.html>

6.5 Attendance Statement (also see your course specific attendance requirements)

The University expects you to attend and fully contribute to all mandatory sessions on your timetable as set out in your student contract. Engagement in your lectures, seminars and practicals is an important part of your learning - contributing both to the University community and the learning experience of your fellow apprentices on the course.

We monitor your attendance at the University as regular attendance and academic achievement are closely linked. Moreover, by monitoring your attendance we can identify apprentices who may need our guidance or support at an early stage to help them progress in their studies. This is part of our commitment to ensuring an excellent education and experience and supporting your success at Leeds Beckett.

The University does understand that from time to time there is good reason why you cannot attend a class, and in this instance, you must contact your School office to let them know.

Please note that any attendance reports can be shared with you and your Course team. You might be asked to contact your School office so that appropriate academic or pastoral support can be offered, should your attendance record give cause for concern.

Our most important aim is to support your studies, but we are also required to report attendance to various external bodies such as the Student Loan Company and the Home Office. There are measures in place for apprentices who seek to falsely register either their own or fellow apprentices' attendance.

7 Guidance for your apprenticeship

Your apprenticeship and its delivery have been designed to meet the requirements of the Education and Skills Funding Agency (ESFA), the government body responsible for funding apprenticeships in England.

7.1 Your Apprenticeship Standard - 'Nursing Associate'

Your apprenticeship standard is the Nursing Associate 2017 (ST0508) which can be found on this link: <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/>

7.2 Your Commitment Statement

As the apprenticeship starts and the apprenticeship agreement is signed, the University ensures that the apprentice and the employer have contributed to and signed a copy of the commitment statement, which summarises the schedule, roles, responsibilities and funding that supports the successful completion of the apprenticeship. This is a mandatory document for ESFA apprenticeship funding rules. The information in the statement forms part of the evidence pack required for every apprentice, and must be signed and retained by the apprentice, the employer and the University. You will receive a hard copy of your signed commitment statement.

Contract of employment and commitment statement

As an apprentice, you hold a contract of employment with your employer in addition to the commitment statement with the University and your employer. You are obliged to follow the policies and procedures of your employer and the University. If you have any concerns regarding your studies this should be raised with your Personal/Practice Support Tutor in the first instance; concerns regarding practice should be raised with your Personal/Practice Support Tutor and/ or employer and this information may be shared across both parties if required. Equally if concerns are raised about your practice or academic studies, then this information may also be shared to ensure you have support from all parties and that public protection is ensured.

7.3 Declaration of Health and Good Character

In order to meet practice placement requirements, all applicants must demonstrate that they are of 'good character' and must participate in an enhanced online pre-entry DBS check. Any previous cautions, reprimands and convictions must be declared. The presence of a caution, reprimand or conviction will not necessarily automatically result in rejection of the application but will be assessed in relation to the nature, severity and timing of the offence, and whether it is a single incident or repeat offence. Applicants may be invited for interview to discuss the circumstances

before a decision is made. The employer will usually ensure this process is followed and provide appropriate evidence to the University.

Apprentices are required to inform their employer and the Course Leader if there are any changes to their health and good character during the course and immediately prior to applying for registration. In addition to this, at the start of the academic year, apprentices are required to complete a 'Declaration of Health and Good Character' form which is reviewed by the Course Leader. You are responsible for informing your Course Leader and employer immediately if you develop a health condition or disability that may affect your ability to practise safely and effectively. This is so that your fitness to remain on the course can be reassessed.

7.4 Course Standards for Professional Behaviour while Studying on the Course

To ensure the highest standards of teaching and learning for apprentices, the course team takes a zero tolerance to any disruption in class. Disrupting the learning of others contravenes the University Student Regulations, which you have agreed to abide by when enrolling on the course. Disruption may take the form of arriving late, using mobile phones in class and talking which disturbs others concentration.

Apprentices are required to refer any student who is in breach of these regulations to the module leader in the first instance, for immediate management and to the Course Leader if problems continue. The Module / Course Leader will arrange to meet with the student and may issue a letter of warning following the meeting.

Apprentices who do not meet standards of professional behaviour during the course may be referred to the University Fitness to Practise Panel. Information relating to unprofessional conduct may be recorded on any references supplied by the University. Any concerns regarding your professional conduct will also be discussed with your employer.

7.5 Initial Training Needs Analysis and Initial Assessment

Apprentices are initially assessed against the knowledge, skills and behaviours (KSBs) and learning outcomes of the course. The initial assessment is carried out by the University in partnership with the employer. At this stage the apprentice starts to identify their training needs that forms the basis of an individual learning plan (ILP).

7.6 Individual Learning Plan (ILP)

At the start of the course a more detailed review takes place based upon the employer's requirements and those of the apprentice. At this point the detailed ILP is agreed and will be used as the basis for discussion in the tripartite meetings and by the apprentice to continually track their learning outcomes against the KSBs of the standard, functional skills and any other training that has been agreed. This plan is maintained throughout the apprenticeship.

7.7 On-the-job and Off-the-job Learning Activities

Examples of learning that take place in the workplace ('on-the-job') as well as through the delivery of 'off-the-job' hours are below.² On-the-job learning is recorded to assure the ESFA that each apprentice has received at least 20% off-the-job learning/training. The breakdown of the off-the-job training for each apprentice is recorded in the commitment statement.

On-the-job activities

- On-the-job learning is agreed with the employer as part of the commitment statement within an agreement of responsibilities of all parties
- The employer provides learning support for the individual apprentice through a mentor

Off-the-job activities

- Acquisition of knowledge and understanding takes place through a combination of face-to-face lectures, small group seminars/workshops and work-based learning tutorials, online learning resources material and guided independent study

7.8 Tripartite Review Meetings

It is a requirement of the apprenticeship that there are regular meetings between the apprentice, the employer and the University (Personal/Practice Support Tutor) to formally review and assess the progress of the apprentice. There will be two meetings at each level. These may take place face-to-face in the workplace, or by a video/Skype call. The final meeting in year two will ascertain that the student has met the Gateway requirements and is ready for the End Point assessment (EPA) (see below).

Other informal contact is undertaken between tripartite meetings, such as by email, phone, meetings at the University, or if required, meetings can be arranged at the workplace.

7.9 Level 2 English and Maths

For apprentices commencing the course without level 2 English and Maths (or equivalents), these qualifications must be achieved by the end of the course, to be eligible to undertake the End-Point Assessment. Your employer and the University will advise you on obtaining these qualifications, and your progression with achieving these awards will be discussed at the tripartite meetings. Functional skills support in English and/or maths cannot be included within your placement hours/protected learning time and cannot be used as off-the-job training hours.

² Off-the-job learning is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. It can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties. It is measured over the whole apprenticeship, not the academic year. It must take place during employed time. *Dept for Education (2017)*

7.10 Care Certificate

Apprentices may have achieved the Care Certificate prior to entry or be supported to achieve this during the course by their employer. The end-point assessment cannot be completed until the Care Certificate requirements have been met. How you are progressing with achieving the Care Certificate will be discussed at the tripartite meetings. Details of the Care Certificate can be found here: <http://www.skillsforhealth.org.uk/standards/item/216-the-care-certificate>

7.11 End-Point Assessment (non-integrated) and Gateway

In order to complete the apprenticeship route apprentices must undertake an end-point assessment. This assessment will take place following achievement of the Foundation Degree and confirmation of achievement of the Care Certificate and level 2 Maths and English (or equivalent qualifications). It is the employer's responsibility to determine when the student is ready for the end-point assessment but advice can be sought from the student's academic team. The end-point assessment is undertaken by an independent assessor and must be carried out in accordance with the apprenticeship standard for Nursing Associates level 5 Assessment Plan (2017). The end-point assessment for the Nursing Associate 2017 standard can be found here and summary details are provided in the appendix at the end of the handbook:

https://www.instituteforapprenticeships.org/media/1481/st0508_nursing-associate_l5_final.pdf

7.12 Attendance Requirements

In order to demonstrate that you meet the requirements set out in Health Education England's Nursing Associate Curriculum Framework, you must meet the required level of attendance and demonstrate suitability for award by demonstrating that you have met the learning outcomes for both theory and practice. Suitability includes attendance at all taught sessions and practice placement experiences, since these relate to the knowledge base you will need to practise proficiently and competently.

You must satisfy the course requirements in terms of attendance and for the Nursing Associate award, this is a minimum of 3000 hours (675 are spoke practice hours).

The course stipulates **100%** attendance in order to meet the required practice and theory hours. Attendance is monitored at University, in the workplace and on placement.

During any period of study there may be times when a student is unable to attend theory or practice due to mitigating circumstances or due to religious festivals. In these circumstances you should access advice and support from your Personal/Practice Support Tutor for practice queries and for missing both University and practice hours.

If you are going to be absent, see sections:

- 'What to do if you ...are going to absent', for the absence reporting requirements.
- Completion of personal portfolio to evidence absences, for making up missed hours.

Please also see details of your attendance review in appendix 3, Process for student progression and review.

Mandatory training attendance requirements

Please refer to your guidance in the MyBeckett module, Preparation for Nursing Associate Clinical Practice regarding evidencing mandatory training attendance.

You **must** attend all scheduled and timetabled mandatory training sessions and annual updates. Such mandatory training and update sessions may include: moving and handling, emergency life support, first aid, personal safety, infection control, safeguarding children / vulnerable adults and fire. In view of health and safety reasons, you **will not be permitted** to commence your practice placement if you fail to attend such scheduled mandatory sessions and annual updates. Failure to attend mandatory training will therefore ultimately affect progression on the course.

7.13 Absences

Compassionate leave

The requirement to take compassionate leave / special leave must in the first instance be discussed with your employer and the Course Leader who will provide advice and support. The Course Leader may request evidence to support a request for compassionate leave. On occasions where the need for compassionate leave arises outside of normal working hours and / or it is not possible to contact the Course Leader, a message should be left on their email, stating the reason for requiring compassionate leave. If possible, an anticipated intended date of return and a contact telephone number should also be communicated. Any time taken off the course will need to be caught up on in your PebblePad Portfolio (see below). An extended period of compassionate leave may result in the need for you to step off the course and must be discussed with your employer.

Maternity leave

If you are pregnant and require maternity leave and support, you should inform your employer, your Personal/Practice Support Tutor, the Placement Experience Co-Ordinator and the Personal/Practice Support Tutor at the earliest possible time following confirmation of the pregnancy. These staff will advise the student and offer support as required to ensure that the best interests of the mother and baby are considered. Whilst it is not compulsory that you must inform University if you are pregnant in the early stages it is important for the new and expectant mother and child's health and safety that the University is supplied with written notification as

early as possible. Please note that until we have received written notification from an individual, we may be unable to take any action other than those resulting from the risk assessment for all employees.

If you wish to continue on the course after the 28th week of pregnancy, you will be advised of the process to follow, taking guidance from the University's 'Student pregnancy and maternity policy and procedure' and your employer's own maternity leave policy and procedure.

The Course Leader will make every attempt at flexibility, however there may be occasions when the course may need to be interrupted.

Paternity leave

Apprentices are advised to contact their Course Leader to discuss their entitlement and the management of this and also to refer to the University's Student pregnancy and maternity policy and procedure.

7.14 Implications of Sickness and Absence

In line with the course requirements, in order for you to progress satisfactorily it should be noted that progression on the course may be interrupted if:

- You accumulate sickness and / or absence exceeding 10 days in each year of the course. In this case you may be required to step off the course to retrieve the days missed and re-join with the next cohort (if this is possible).
- There is non-attendance for the taught component of a module exceeds 25% of the module or Practice Support sessions, you may be excluded from taking the assessment and may have to repeat the module.
- You fail to attend any of the mandatory training sessions.

Should your attendance record show sickness / absence approaching the limits, you will receive a letter requesting attendance at a meeting with your Personal/Practice Support Tutor (if absences from module or practice support are between 15-20% or absences from course are between 6-8 days), and it will be discussed with your employer.

If you need to take a period of significant leave from work, for reasons such as medical treatment, maternity or paternity leave, this will be classed as a break in the training you are to receive (a break in learning). As a result of this, you and your employer will need to revise the date on which you would be expected to have completed your apprenticeship to account for the duration of the break. The duration of your apprenticeship and the amount of off-the-job training needed to meet the 20% requirement will therefore remain the same as though there had been no break in training (break in learning).

7.15 Completion of Personal Portfolio to Evidence Absences from University and Practice

In addition to reporting your absences, as detailed above, you are also required to keep a portfolio evidencing how you have met the learning outcomes for each missed session, also known as 'missed work'. This needs to evidence that you have read through the session lecture notes and made your own notes, mind map or written a reflection, to support these and you must also evidence your independent study relating to the topic. The evidence needs to demonstrate the academic hours you have missed, therefore a session of one hour requires evidence of one hour's independent study. We use PebblePad to record evidence of 'missed work'.

You should arrange your work on PebblePad into different sections labelled for each module. The first page of each section should contain the lecture schedule for that specific module and detail which sessions you were absent from and which you attended.

Please do not just put your lecture notes in the file as these do not evidence your learning and do not email tutors asking about content of missed sessions. Instead, refer to the module handbook timetable and content, any learning materials used during the session and discuss the content with your peers if the session is not supported by learning materials on MyBeckett. The work you produce should have a reference list of independent reading you have undertaken to support your learning and as guidance may be 500 words in length for each session and be either text or mind maps.

Any attendance management meetings you are asked to will require you show this portfolio at the meeting with either your Personal/Practice Support Tutor or course leader. The purpose of the meeting will be to explore any absences, reasons for absence, support required, evidence of independence study in portfolio and to agree an action plan for absence.

Further absences which are not consistent with your individual action plan, will be referred by your Personal/Practice Support Tutor, to the course leader and employer and may subsequently be dealt with through University Fitness to Practise proceedings.

7.16 Confirmation by Module Leaders of Theory and Practice Hours

As part of Exam Board requirements, your module leader is required to confirm you have met the requirements for completion of theoretical and practical hours to progress or complete the course.

Theory Hours

There will be a submission box on PebblePad titled 'Evidence of Learning for Missed Academic Hours' with submission points near the end of both semesters. Please ensure all work is submitted to this box before the deadline. Module leaders will review this work to ascertain whether it meets the appropriate requirements in terms of hours and learning outcomes for any missed sessions.

Please note that it is your responsibility to keep a record of which sessions you have missed and to catch up with this work. Please refer to your electronic timetable and module timetable if you are not sure.

Practice Hours

You will be required to submit your placement books at set points during the year for audit by your Personal/Practice Support Tutor. Please follow the process detailed in your Practice Support Handbook regarding making time up. If you require an extended or additional placement due to exceptional circumstances and have evidence to support this, please discuss with your tutor so arrangements can be made.

Your Personal/Practice Support Tutor will be required to confirm you have met the required hours for progression at the exam board and failure to meet these requirements, without extenuating circumstances may result in failure to progress.

ALL absences from University and Placement will be recorded and made available to your employer and the whole course team and detailed on references (also see the previous section regarding absences and fit notes).

7.17 Practice Experience

Apprentices will spend 1150 practice hours (Protected Learning Time) in work related activities over 40 weeks per year, with a 37.5 hour week (including one day per week at University).

- Apprentices will have a primary placement and must be either hospital, 'at home' or 'close to home settings' (examples of the placement areas are provided in the Curriculum Framework). This is called the **HUB** placement.
- Apprentices should achieve 475 hours of practice learning in their HUB. This is called **Protected Learning Time (PLT)**. You should discuss with your employer how you are going to achieve your 475 hours of protected learning time. These hours may be managed as one or two days a week or may be blocked together.
- Apprentices will also be required to achieve 675 hours of practice learning away from the HUB in **SPOKE** placements. **SPOKE** placements must be either hospital, 'at home' or 'close to home settings' (examples of the placement areas are provided in the Curriculum Framework).

Placement of the apprentices and availability of the mentors/supervisors is the responsibility of the employing organisations but also supported by the Practice Learning team at LBU. In addition, Personal/Practice Support Tutors are allocated time to support apprentices in practice environments.

Uniforms and Name Badges

Your employer will provide you with uniforms at the start of the course and a name badge for practice. It is your responsibility to ensure you follow the Uniform Policy of the placement area at all times.

Practice Support Handbook

You will have online access to a practice support handbook each year which contains information on learning in practice, whistleblowing and raising and escalating concerns. As an employee, you will also have access to your local policies and procedures which should also be followed in conjunction with University policies, procedures and guidance.

Your Personal/Practice Support Tutor will also support you with any questions or concerns regarding any of the above areas if you have any questions regarding which is the appropriate policy to follow.

7.18 Safeguarding and the Prevent Duty for Nursing Associates

The course will provide you with information for safeguarding (not limited to children and at risk adults) and the Prevent Duty, for yourself and your service users and carers/patients/clients, and for your time at University, in the workplace or on placement, and, where appropriate, outside of study and work. If you have any questions, please do speak to your Personal/Practice Support Tutor or your employer.

7.19 Prevent Duty in the Health Sector

Health and social care providers (e.g., NHS Trusts) have specific requirements to fulfil under the Prevent duty³. Please do check your employer's guidance on this (there may be training you can undertake specifically for your employment).

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

7.20 British Values and the Equality Act 2010

For all level 5 apprenticeships, the curriculum includes the Prevent strategy's requirement for the need to focus and reinforce British Values, which are:

1. **Democracy:** An understanding of how citizens can influence decision-making through a democratic process.
2. **The Rule of Law:** An appreciation that living under the rule of law protects individual citizens is essential for their wellbeing and safety.
3. **Individual Liberty:** An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
4. **Mutual Respect:** An understanding of the importance of identifying and combating discrimination.
5. **Tolerance of those of Different Faiths and Beliefs:** An acceptance that other people have different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminating behaviour.

The Prevent duty's scope includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics as set out in the Equality Act. Effective learning and work takes place in the workplace and classrooms or workshops where there is tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics. Apprentices at the University and in the workplace will be actively aware of the need to ensure that no-one in the protected groups is discriminated against. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

7.21 University's Fitness to Practise Policy and Procedure and your apprenticeship

The Fitness to Practise Policy and professional conduct have been mentioned throughout this handbook and this is a reminder that if you go through this disciplinary process, and a case is found, depending on the outcome, this may affect your place on the apprenticeship and your employment contract. Your employer will be informed immediately if any fitness to practise concerns are raised.

7.22 Successfully Completing your Apprenticeship

The route below for completing your apprenticeship is taken from the Nursing Associate apprenticeship standard:

- Registration – the apprentice registers for the apprenticeship programme with their employer.
- On-programme – the apprentice achieves the FdSc Nursing Associate award, together with the Care Certificate and level 2 English and Maths (if not achieved prior to enrolling on the foundation degree).
- Gateway – the employer, with advice from the University, agrees the apprentice is ready for the end-point assessment and notifies the independent assessment organisation.
- End-point assessment – the apprentice completes this assessment.
- Certification – the apprenticeship is complete and successful apprentices claim their apprenticeship certificate.
- Registration with the NMC as a Nursing Associate – the graduate applies for registration.

7.23 Joining the NMC Register

The NMC has special arrangements in place to register people who started their nursing associate training in England before 25 July 2019 and these arrangements apply to this nursing apprenticeship. If you don't want to work as a nursing associate straight away, you can apply to join the register up to five years from the date of qualification.

<https://www.nmc.org.uk/registration/joining-the-register/register-nursing-associate/england/>

<https://www.nmc.org.uk/globalassets/sitedocuments/na-hub/na-student-webinar-slides-february-2019.pdf>

7.24 Suspending Studies or Withdrawing from the Apprenticeship

You need to inform your Course Leader and your employer if your personal circumstances change that could affect the completion of the apprenticeship or will change the planned end date. You also should proactively identify any issues or barriers to successful completion of this apprenticeship and raise these quickly with your employer and your Personal/Practice Support Tutor, working with both to implement any action needed.

If you need to take a period of significant leave from work, for reasons such as medical treatment, maternity or paternity leave, this will be classed as a break in the training you are to receive (a break in learning). As a result of this, you and your employer will need to revise the date on which you would be expected to have completed your apprenticeship to account for the duration of the break. The duration of your apprenticeship and the amount of off-the-job training needed to meet the 20% requirement will therefore remain the same as though there had been no break in training (break in learning).

8 Course Calendar – January cohort

Nursing Associates Draft Programme Plan January 2019			
07/01/2019	21	Semester One Academic Learning for Nursing Practice Developing Professional Awareness: Law & Ethics in the Professional Context Preparation for Nursing Associate Clinical Practice Applied Biological Science in Nursing Practice 1	
14/01/2019	22		
21/01/2019	23		
28/01/2019	24		
04/02/2019	25		
11/02/2019	26		
18/02/2019	27		
25/02/2019	28		
04/03/2019	29		
11/03/2019	30		
18/03/2019	31		
25/03/2019	32 BHF		
01/04/2019	33 BHM		
08/04/2019	34		
15/04/2019	35		On Job Learning or Leave
22/04/2019	36		
29/04/2019	37		
06/05/2019	38 BHM		
13/05/2019	39		
20/05/2019	40		
27/05/2019	41 BHM		
03/06/2019	42		
10/06/2019	43	Exam week	
17/06/2019	44	On Job Learning or Leave	
24/06/2019	45		
01/07/2019	46		
08/07/2019	47		
15/07/2019	48		
22/07/2019	49		
29/07/2019	50		
05/08/2019	51	Re-Assessment	
12/08/2019	52	On Job Learning or Leave	
19/08/2019	1		
26/08/2019	2	Semester Two Preparation for Nursing Associate Clinical Practice Nursing for Health 1	
02/09/2019	3		
09/09/2019	4		
16/09/2019	5		
23/09/2019	6		
30/09/2019	7		
07/10/2019	8		
14/10/2019	9		

21/10/2019	10	
28/10/2019	11	
04/11/2019	12	
11/11/2019	13	Exam week
18/11/2019	14	
25/11/2019	15	
02/12/2019	16	
09/12/2019	17	
16/12/2019	18	On Job Learning or Leave
23/12/2019	19	
30/12/2019	20	
06/01/2020	21	Re-Assessment

9 Course Calendar – April cohort

Nursing Associates Programme Plan April 2019			
Year One			
01/04/2019	33	Induction Week	
08/04/2019	34	Semester 1 Academic Learning for Nursing Practice Developing Professional Awareness: Law & Ethics in the Professional Context Preparation for Nursing Associate Clinical Practice	
15/04/2019	35		
22/04/2019	36		
29/04/2019	37		
06/05/2019	38		
13/05/2019	39		
20/05/2019	40		
27/05/2019	41		
03/06/2019	42		
10/06/2019	43		
17/06/2019	44		
24/06/2019	45		
01/07/2019	46		
08/07/2019	47		On Job Learning or Leave
15/07/2019	48	On Job Learning or Leave	
22/07/2019	49		
29/07/2019	50		
05/08/2019	51		
12/08/2019	52		
19/08/2019	1		
26/08/2019	2		
02/09/2019	3		Exam Week
09/09/2019	4	On Job Learning or Leave	
16/09/2019	5	Semester 2 Applied Biological Science in Nursing Practice 1 Nursing for Health 1 Preparation for Nursing Associate Clinical Practice	
23/09/2019	6		
30/09/2019	7		
07/10/2019	8		
14/10/2019	9		
21/10/2019	10		
28/10/2019	11	Re-Assessment Week	
04/11/2019	12		
11/11/2019	13		
18/11/2019	14		
25/11/2019	15		
02/12/2019	16		
09/12/2019	17		
16/12/2019	18		
23/12/2019	19		On Job Learning or Leave
30/12/2019	20		On Job Learning or Leave
06/01/2020	21		
13/01/2020	22		

20/01/2020	23	
27/01/2020	24	
03/02/2020	25	Exam Week
10/02/2020	26	On Job Learning or Leave
17/02/2020	27	On Job Learning or Leave
24/02/2020	28	On Job Learning or Leave
02/03/2020	29	On Job Learning or Leave
09/03/2020	30	On Job Learning or Leave
16/03/2020	31	On Job Learning or Leave
23/03/2020	32	Re-Assessment Week
30/03/2020	33	On Job Learning or Leave

10 Course Calendar – July cohort

Nursing Associates Programme Plan July 2019		
Year One		
15/07/2019	48	Induction Week
22/07/2019	49	Semester 1 Academic Learning for Nursing Practice Developing Professional Awareness: Law & Ethics in the Professional Context Preparation for Nursing Associate Clinical Practice
29/07/2019	50	
05/08/2019	51	
12/08/2019	52	
19/08/2019	1	
26/08/2019	2	
02/09/2019	3	
09/09/2019	4	
16/09/2019	5	
23/09/2019	6	
30/09/2019	7	
07/10/2019	8	
14/10/2019	9	
21/10/2019	10	
28/10/2019	11	On Job Learning or Leave
04/11/2019	12	
11/11/2019	13	
18/11/2019	14	
25/11/2019	15	
02/12/2019	16	
09/12/2019	17	
16/12/2019	18	
23/12/2019	19	On Job Learning or Leave
30/12/2019	20	On Job Learning or Leave
06/01/2020	21	Semester 2 Applied Biological Science in Nursing Practice 1 Nursing for Health 1 Preparation for Nursing Associate Clinical Practice
13/01/2020	22	
20/01/2020	23	
27/01/2020	24	
03/02/2020	25	
10/02/2020	26	
17/02/2020	27	Re-Assessment Week
24/02/2020	28	
02/03/2020	29	
09/03/2020	30	
16/03/2020	31	
23/03/2020	32	
30/03/2020	33	
06/04/2020	34	
13/04/2020	35	On Job Learning or Leave
20/04/2020	36	
27/04/2020	37	

04/05/2020	38	
11/05/2020	39	
18/05/2020	40	Exam Week
25/05/2020	41	On Job Learning or Leave
01/06/2020	42	On Job Learning or Leave
08/06/2020	43	On Job Learning or Leave
15/06/2020	44	On Job Learning or Leave
22/06/2020	45	On Job Learning or Leave
29/06/2020	46	Re-Assessment Week
06/07/2020	47	On Job Learning or Leave
13/07/2020	48	On Job Learning or Leave

Appendix 1: Course Specification

General Information

Award	Foundational Degree Science Nursing Associate
Contained Awards	Certificate of Higher Education Health Related Studies
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 5 of the Framework for Higher Education Qualifications, with 120 credit points at Level 4 and at Level 5 of the Higher Education Credit Framework for England. Graduates must have demonstrated the achievement of work-related learning and core skills.
Course Length & Standard Timescales	Two years for the course and then time to complete the End-Point Assessment (3-4 months typically)
Locations of Delivery	City Campus, Leeds, plus location work placements

Work Placement Information

Summary

In order to meet the requirements of the nursing associate curriculum, apprentices are required to have at least two placements in settings other than their primary placement of employment. Apprentices spend the following days or equivalent (such as block placements) in work related activities over 40 weeks per year, with a 37.5 hour week (including one day per week at University).

- Apprentices will have a primary placement and must be either hospital, 'at home' or 'close to home settings' (examples of the placement areas are provided in the Curriculum Framework). This is called the **HUB** placement
- Apprentices should achieve 475 hours of practice learning in their HUB. This is called **Protected Learning Time (PLT)**. You should discuss with your employer how you are going to achieve your 475 hours of protected learning time. These hours may be managed as one or two days a week or may be blocked together
- Apprentices will also be required to achieve 675 hours of practice learning away from the HUB in **SPOKE** placements. **SPOKE** placements must be either hospital, 'at home' or 'close to home settings' (examples of the placement areas are provided in the Curriculum Framework)

Placement of the apprentices and availability of the mentors is the responsibility of the employing organisations, supported by the University's Health and Social Care Practice Learning team. In addition, Personal/Practice Support Tutors will be allocated time to support apprentices in practice environments.

Length

Four days a week for 40 weeks per year (or equivalent).

Location

Usually local to Yorkshire and the Humber.

Course Overview

The course is designed to meet Health Education England's 'Nursing Associate Curriculum Framework' (2017)⁴ which presents the aims and learning outcomes expected in a nursing associate course in the following eight domains:

- Domain 1, *Professional values and parameters of practice*: The nursing associate must be able to exercise personal responsibility and work independently within defined parameters of practice, taking the 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.
- Domain 2, *Person-centred approaches to care*: The nursing associate must be able to exercise those skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care.
- Domain 3, *Delivering care*: The nursing associate must be able to work across organisational boundaries/ in a range of health and care settings and apply, in practice, the range of clinical and care skills appropriate to their parameters of practice.
- Domain 4, *Communication and inter-personal skills*: The nursing associate must be able to communicate effectively across a wide range of channels and with a wide range of 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.
- Domain 5, *Duty of care, candour, equality and diversity*: The nursing associate must be able to explain the principles underpinning duty of care, equality and diversity and the need for candour and will consistently demonstrate the application of those principles in across life course and range of settings.
- Domain 6, *Supporting learning and assessment in practice*: The nursing associate must be able to exercise those skills, attitudes and behaviours that support personal development and life-long learning together as well as those associated with the development of others.

⁴ https://healtheducationengland.sharepoint.com/:f/g/Comms/Digital/Ehz8U-KdH9VNkh3vbrfE9oEB_5avfoXEX59jCoYRzn4MLQ?e=HwzlzU

- Domain 7, *Team-working and leadership*: The nursing associate must be able to explain the principles underpinning leadership frameworks and associated team-working and leadership competencies and demonstrate a range of those competencies, attitudes and behaviours required of a nursing associate.
- Domain 8 *Research, Development and Innovation*: The nursing associate must be able to demonstrate 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.

Course Learning Outcomes

The course learning outcomes are aligned to Health Education England's 'Nursing Associate Curriculum Framework' and cross-mapped to the Nursing Associate apprenticeship standard (2017). In addition to this, to ensure that graduates can use their qualification to progress within a nursing career pathway, the course constructively aligns with the core values in the NMC's four domains in the Standards for Pre-Registration Nursing Education (2010) Competency Framework, namely: professional values; communication and interpersonal skills; nursing practice and decision-making; and leadership, management and team work. At the end of the course, apprentices will be able to:

- 1 Exercise personal responsibility and work independently within defined parameters of practice, taking the initiative in a variety of situations and performing a range of clinical/practical skills consistent with the roles, responsibilities and professional values of a nursing associate.
- 2 Exercise those skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care.
- 3 Work across organisational boundaries in a range of health and care settings and apply, in practice, the range of nursing skills appropriate to their parameters of practice.
- 4 Demonstrate 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.
- 5 Use a variety of communication and coaching skills to engage, work collaboratively with and disengage therapeutically from service users and carers and demonstrate critical self-awareness, autonomy and enterprise while working both independently and within teams, contributing to the development of other future nursing associates and care assistants and healthcare professionals.
- 6 Apply underlying principles of leadership and team working to develop the nursing associate role and work as an effective and valued member of the healthcare team.

Teaching and Learning Activities

Summary

Learning and teaching activities include lectures, seminars, tutor support, simulated learning, online quizzes and e-learning modules and activities. There is a course level overview of learning and teaching which ensures that there is balance across the year and progression throughout the course. There is a focus on encouraging increasing independence and advancing skills, taking account of different preferences, learning styles and abilities.

The use of formative assessment is embedded across modules to maximise learning and formative assessment is also structured across the course to support apprentices' development of specific academic skill sets such as academic integrity, reflection, and case study and report writing.

Graduate Attributes

All our undergraduate students develop three graduate attributes: Enterprise, Digital Literacy, Global Outlook. These provide key transferrable skills and are embedded in this course.

Digital literacy

Throughout the two years of the course apprentices build on their digital literacy skills. Formative and summative assessments have been designed to progressively develop student digital literacy skills. Apprentices engage with digital tools to search for information, and evaluate and present information for PowerPoint, video and poster presentations. Apprentices are supported at level 5 to develop skills in appraising literature from a variety of sources. The use of the virtual learning environment (VLE) is integrated throughout the course with structured learning activities to support face-to-face teaching and learning. Apprentices work online to practise clinical calculations, and complete clinical skills assessments on an e-learning platform. In year 2, apprentices complete an online clinical calculations exam in the Preparation for Nursing Associate Clinical Practice module demonstrating drug administration competency and IT skills.

Apprentices are required to access and maintain patient data using a range of software and devices. The course uses online packages such as *Elsevier.com* and *Safe Medicate* which replicate authentic drug calculations and practical skills activities in a virtual setting. Turnitin is used in all modules across the course as a developmental tool for apprentices to appraise their work prior to final assessment and reduce the risk of plagiarism.

Apprentices are provided with clear guidance on the use of social networking.

Being Enterprising

The curriculum ensures that a reflective approach is used in assessment and learning and specifically the Academic Learning for Nursing Practice modules give apprentices the opportunity to practise giving and receiving feedback and develop self-awareness and team working skills. Apprentices identify an area of practice that they would change having evaluated evidence that would support such a change in practice.

Global Outlook

The course has embedded cross-cultural capability and global perspectives throughout. The Nursing Associate Curriculum Framework requires that apprentices must be accepting of different cultural traditions and beliefs, demonstrate respect for diversity and individual preference, and value difference regardless of personal view. A number of modules address the global outlook attribute specifically, including in the Preparation for Clinical Practice modules.

Your Modules

This information is a guide for apprentices progressing through the course within standard timescales. Details of module delivery will be provided in your timetable. All modules are core. Apprentices are expected over the two year course to have 3000 hours of structured learning activities. These can be either at University or in the workplace. The course structure is flexible to meet the needs of the employer. Typically, apprentices are in practice the equivalent of four days a week (one day in their secondary placement and three days in their main employment area), with one day a week in University, over 40 weeks a year.

Level 4

Academic Learning for Nursing Practice (NA) 20
Applied Biological Sciences in Nursing Practice (NA) 1 20
Developing Professional Awareness (NA) 20
Nursing for Health (NA) 20
Preparation for Nursing Associate Clinical Practice 40

Level 5

Academic Learning for Nursing Practice (NA) 20
Applied Biological Sciences in Nursing Practice (NA) 3 20
Applied Biological Sciences in Nursing Practice (NA) 2 20
Nursing for Health (NA) 20
Preparation for Nursing Associate Clinical Practice 40

Work-Related Activities and Employability

The course has been developed as a collaboration between local healthcare employers and our University, and students are employed in a specific healthcare setting as a requirement to access the course. On successful completion of the course graduates will be eligible to apply for nursing associate vacancies advertised within healthcare settings. In 2017 the NMC agreed to regulate and register the nursing associate role, and those completing the nursing associate apprenticeships will be eligible to apply for registration providing the programme of study followed aligns with the standards stipulated by the NMC.

Opportunities for Graduates

Registered nursing associates will be able to use the University's Recognition of Prior Learning (RPL) processes to be considered for entry onto level 5 of the BSc (Hons) Nursing degree in either Adult or Mental Health Nursing. For graduates not wishing to become registered nurses, they will be able to apply for the BSc (Hons) Health and Community Care (top-up course).

Feedback on Assessed Work

In the first weeks of level 4, as part of the 'Academic Learning for Nursing Practice' module, apprentices are coached in understanding feedback, the different types of feedback, what they can expect from feedback, how to receive and give feedback and what to do with their feedback. Using a variety of methods including playing games apprentices are encouraged to view feedback as ongoing to enhance their professional as well as academic progress. Apprentices can expect to receive feedback four weeks after submission of a summative assessment. The form of feedback varies, this may be written comments, written comments plus a grade, verbal, feedback as part of online discussions. The module handbooks give specific details relating to when and what type of feedback apprentices can expect for a given module.

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from the core modules.

The course is assessed through examinations, coursework and practicals. Placements are also assessed. Modules may have more than one component of assessment.

A standard module equates to 200 notional learning hours, comprising teaching, learning and assessment, placement activities and independent study, however these notional hours are exceeded due to placement hour requirements.

Overall Workload – hours	Level 4	Level 5
Teaching, Learning and Assessment	220	210
Placement/Work based learning	860	710
Independent Study	580	420
<i>Total</i>	<i>1660</i>	<i>1340</i>

Appendix 2: Ofsted visits for Foundation Degree apprenticeships

Visit Details

Foundation degree apprenticeships are subject to Ofsted inspections to provide independent, external evaluation. Ofsted's 'Further education and skills inspection handbook' (2019) gives details of visits and provides this Privacy notice (page 4):

- During an inspection, inspectors will collect information about staff and learners by talking to them, by looking at documents, records and survey responses and other recorded information and by observing everyday life at the provider. Inspectors may also meet with employers where appropriate. Ofsted uses this information to prepare its report and for the purposes set out in its privacy policy.⁵ We will not record names, but some of the information may make it possible to identify an individual.
- Individuals and organisations have legal requirements to provide information to Ofsted as part of inspections. Ofsted has legal powers under section 132 of the Education and Inspections Act 2006 that relate to inspecting providers of further education and skills for learners aged 16 and over. Inspectors can 'inspect, take copies of, or take away any documents relating to the education or training' of students from the provider's premises. These powers also enable our inspectors to inspect computers and other devices that may hold this information.

We will receive 48 hours' notice of a visit and as soon as a visit is confirmed, we will email all apprentices and contact your employers. Visits can last 2-5 days.

Pre-visit online questionnaire

Depending on the type of Ofsted visit (monitoring or inspection) you and your employer may be asked to complete an online questionnaire specifically for the visit. Apprentices are asked to rate their view on the following eleven questions, from strongly agree through to strongly disagree, or by comment:

1. My course/programme meets my needs
2. I receive the support I need to help me to progress
3. I am treated fairly
4. My lessons/training sessions are well taught
5. My work is assessed regularly
6. I am given feedback that helps me to improve
7. My course/programme is preparing me for my chosen next steps (this may be in to employment, another course, university and so on.)
8. Would you recommend this provider to a friend?
9. I am enabled and empowered to use technology and online resources to support my learning

⁵ Further education and skills: Ofsted privacy notice, www.gov.uk/government/publications/ofsted-privacy-notices/further-education-and-skills-ofsted-privacy-notice. Ofsted will not publish any information that identifies an individual in the report.

10. What do you like best about your provider?
11. What could your provider do to improve?

Employers are asked to rate their view on the following five questions, from strongly agree through to don't know:

1. This provider communicates well with employers to ensure there are good links between the training employees receive at work and with the provider
2. This provider works well with my organisation to review individual employees' progress and to plan their future training needs taking into account the objectives and outcomes the employer expects
3. This provider has ensured that the training is up-to-date and relevant so that employees develop a broad understanding and knowledge of their chosen career
4. This provider ensures that all employees receive the support, feedback and additional training in employability skills they need to help them to progress successfully
5. Would you recommend this provider to other employers?

Meeting the inspectors

During the visit, the inspectors gather evidence by observing lecture/scheduled sessions on campus, by scrutinising apprentices' work/training and assessment, and also in discussions with apprentices and the course team. They may visit apprentices in their workplace or on placement and will hold discussions with apprentices and their employers. **You will be advised as soon as possible about any arrangements for you.** Meetings can be held face-to-face, by telephone or by Skype.

The inspectors will also be analysing University and student records showing planning for, and monitoring of, apprentices' individual progress and destinations from their starting points when they began their apprenticeship; assessing apprentices' progress; and examining what apprentices know, understand and can do as a result of their learning.

Key Areas of Interest to Inspectors for Apprenticeships

Ofsted have some key areas to evaluate and you are asked to reflect on these and their impact for you at University, in the workplace or on placement, and where relevant, outside of study and work, for meetings with the inspectors.

Quality of education for apprentices

Inspectors will look at the curriculum and its impact. They will discuss with apprentices about the knowledge and skills they have acquired. For those apprentices who need to complete level 2 English and Maths, and/or the Care Certificate, progress on achieving these may also be discussed.

Behaviour and attitudes of apprentices

Inspectors evaluate various factors including expectations of behaviour (e.g., punctuality, attendance, class disruptions, using mobile phones in class). Please reflect on the course requirements for professional conduct.

Personal development of apprentices

Ofsted advises that the visit for apprenticeship courses focuses on the most significant dimensions of the personal development of apprentices that our education system has agreed, either by consensus or statute, and here are some of their examples:

- developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy
- developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing learners' understanding of how to keep physically healthy and maintain an active lifestyle
- supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully
- evidence includes how well British values are promoted and apprentices' understanding of the protected characteristics and how to promote equality and diversity.

Safeguarding and Prevent aspects for apprentices

Ofsted will evaluate many different aspects of safeguarding (not limited to children and at risk adults) and Prevent duty during their visits and you are requested to reflect on these for your University life, at work or on placement, and, if relevant, also outside of study and work. Some examples of different aspects are given below that affect you, University staff, service users and carers/ patients/ clients, your employer and others, for safeguarding and also equality and diversity. Please do contact your Personal/Practice Support Tutor or your employer if you have any queries on these areas.

Apprentices	<ul style="list-style-type: none"> • DBS checks and regular declarations of health and good character by apprentices • Raising a concern process flowchart • University's Fitness to Practise Policy and Procedures • University's Dignity at Work and Study Policy • Student Charter • Social media Policy for Students • University lectures and guidance for placements
University	<ul style="list-style-type: none"> • DBS checks for nursing staff • University's Safeguarding policy: Safeguarding Vulnerable Groups (including Prevent duty) • University's Code of Practice on the Approval and Management of Events with External Speakers and Code of Practice on Freedom of Speech and Expression • University's Dignity at Work and Study Policy • University's Equality and Diversity Policy • University's Safety, Health and Wellbeing Policy • Pregnancy and Maternity Policy • When to Refer Guide: help apprentices access support • Whistleblowing Policy/Procedure • Violence at Leeds Beckett University Policy Statement • Policy on Safeguarding Vulnerable Groups
Work/placement	<ul style="list-style-type: none"> • Employer's Safeguarding policy/ Prevent duties policy • Employer's Equality and Diversity Policy • Employer's Health and Safety Policy
Nursing & Midwifery Council	<ul style="list-style-type: none"> • The NMC Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates • NMC requirements for registration regarding health and good character

Any Questions?

If you have any questions about Ofsted visits or need clarification on any of the points included here, please speak to your Personal/Practice Support Tutor or your Course Leader.

Appendix 3: Process for student progression and review

This appendix sets out the expected processes for review of progression of the trainee nursing associates on the FdSc Nursing Associate apprenticeship. Terms used within the document:

- **Trainee Nursing Associate (TNA)** - the apprentice
- **Personal/Practice Support Tutor** - representative from LBU who is a point of contact for a student
- **Clinical Tutor** - representative from the employer who oversees the progress of the TNA and liaises with the TNA and the Personal/Practice Support Tutor
- **HUB Mentor** – the apprentice’s mentor in practice

Hours Requirement

- Over the 2 years of the course, placement activities are required to be 1150 hours (NMC: Protected Learning Time on Practice for Nursing Associate Programmes 2018)
- The practice hours are accrued from:
 - **External placements (Spokes) and Self-Sourced Placements** of 675 hours over the duration of the course. This will be organised as assessed placements each year in settings near to home, at home or hospital (whenever the apprentice is not based in hub). Failure to pass a placement will require a re-assessed placement.
 - **Protected Learning Time** of 475 hours in own placement area (Hub). There will be one assessment at the end of each year in this area.

All these placements require either 40% mentor supervision with supernumerary status or protected learning time.

Academic Supervision

All TNAs are allocated a Personal/Practice Support Tutor. This tutor is your first point of contact for academic and personal matters. The Personal/Practice Support Tutor is responsible for academic support across all modules and is there for pastoral support throughout the year. They may signpost to student services for counselling, financial support etc. as appropriate.

Expectations of academic supervision:

- **Within first four weeks:** The Personal/Practice Support Tutor will meet with the student at start of the course and then offer an appointment within the first four weeks of semester one to discuss any personal support requirements and to review your pre-course work and academic plans. This meeting includes Personal/Practice Support Tutor review of the *formative essay* and *learning and teaching needs assessment workbook*. This Personal/Practice Support Tutor will record this in SEMS (the University’s Student Engagement Monitoring System).
- **End of semester 1:** Apprentices are offered an academic tutorial once a year following semester one results, to look at your academic feedback and areas for development.

- **Ongoing support offered:** There are opportunities on an ongoing basis to meet with your Personal/Practice Support Tutor for **practice support** sessions. Apprentices are able to discuss any support requirements with them either during or after the session.

Ongoing support can also be made on request from Personal/Practice Support Tutors on an ad hoc basis depending upon student need.

Practice Assessment Record Document Audit

All TNAs are provided with a Practice Assessments Record (PAR). The PAR is held by the student and documents progress in both HUB and SPOKE placement.

- **Within first four weeks:** Apprentices receive a copy of the PAR and undergo a tutorial on how to complete the PAR.
- **At six months:** PARs are audited at six months during a PAR audit tutorial. Apprentices are provided with a PAR checklist and review their documentation prior to meeting with their Personal/Practice Support Tutor to assess their progress. The aim of this is to review documentation for the following:
 - Accuracy of record keeping - review any missing signatures, etc.
 - Evidence of progression - review clinical skills/ domain progression/ interviews.
 - Review spoke and protected learning time hours to highlight any significant deficits in progress.

Feedback will be provided to apprentices in the form of the PAR audit checklist. This process will also inform the tripartite review process.

- **End of year 1:** PARs are audited for evidence of progression prior to exam board progression.
- **At 18 months:** PARs are audited at 18 months during a PAR audit tutorial. Apprentices are provided with a PAR checklist and review their documentation prior to meeting with their Personal/Practice Support Tutor to assess their progress. The aim of this is to review documentation for the following:
 - Accuracy of record keeping - review any missing signatures, etc.
 - Evidence of progression - review clinical skills/ domain progression/ interviews.
 - Review spoke and protected learning time hours to highlight any significant deficits in progress.

Feedback will be provided to apprentices in the form of the PAR audit checklist. This process also informs the tripartite review process.

- **End of year 2:** Final submission of PAR document for PASS/ FAIL.

Attendance Review

LBU currently undertakes MONTHLY attendance review meetings. A representative from the TNA team attends these meetings to review student attendance at lectures and tutorials. Any issues with attendance will be highlighted with the student and their employers and a meeting will be arranged with the student to ensure their needs are being met. The representative from their employer will be informed. Attendance review will also be used to inform the tripartite meetings.

Employee Update Meetings

These meetings are to be undertaken with their clinical tutors from the representative employers.

- **End of semester 1 (yearly):** Personal/Practice Support Tutors and the clinical tutor from the employers will meet yearly to review the following
 - Attendance
 - PAR/ clinical progression
 - Academic progress

Feedback on any issues raised will be provided to apprentices via tripartite meetings. There will be two of these meetings over the duration of the course.

Tripartite Review Meetings

These meetings involve the Personal/Practice Support Tutor, the apprentice and the HUB mentor. The aim of these meetings is to review the student's clinical progress in their HUB and SPOKE placement and to nurture relationships between the University, student and employer.

- **End of semester 1 and 2 (twice a year):** Personal/Practice Support Tutors, the apprentice and the HUB mentor will meet twice a year to review the following
 - Attendance
 - PAR/ clinical progression
 - Academic progress
 - Update on progress for apprentices required to complete level 2 English and Maths and the Care Certificate

There will be four tripartite meetings over the duration of the course.

Appendix 4: Nursing Associate Apprenticeship Standard's Knowledge, Skills and Behaviours mapping to your modules

<https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/>

Values: You will be caring and compassionate, honest, conscientious and committed.

Behaviours: You will treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences. You will show respect and empathy for those with whom you work and have the courage to challenge areas of concern. You will demonstrate leadership, be adaptable, reliable and consistent, show discretion, resilience and self-awareness.

Knowledge and Skills mapping to modules You will be able to:	Academic Learning for Nursing Practice	Applied Biological Sciences in Nursing Practice	Developing Professional Awareness	Nursing for Health	Preparation for NA Clinical Practice
Domain 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 individual 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			✓		✓
Domain 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			✓		✓
Domain 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		✓			✓

Knowledge and Skills mapping to modules	Academic Learning for Nursing Practice	Applied Biological Sciences in Nursing Practice	Developing Professional Awareness	Nursing for Health	Preparation for NA Clinical Practice
You will be able to:					
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		✓		✓	✓
Domain 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			✓		✓
Domain 5 Teamworking and leadership					
To lead peer 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		✓		✓	✓
Domain 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	✓		✓		✓
Demonstrate respect, kindness, openness, compassion and empathy for all individuals, carers and colleagues within the workplace and wider organisation			✓	✓	✓
Domain 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	✓	✓		✓	✓
Domain 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	✓	✓			✓

Knowledge and Skills mapping to modules You will be able to:	Academic Learning for Nursing Practice	Applied Biological Sciences in Nursing Practice	Developing Professional Awareness	Nursing for Health	Preparation for NA Clinical Practice
Adhere to all ethical, legal, governance and quality assurance frameworks that pertain to research, development and innovation	✓		✓		

Knowledge and Skills mapping to modules You will know and understand:	Academic Learning for Nursing Practice	Applied Biological Sciences in Nursing Practice	Developing Professional Awareness	Nursing for Health	Preparation for NA Clinical Practice
Domain 1 Professional values and parameters of practice					
How to exercise personal responsibility and work independently within defined parameters of practice, legislation and local policies			✓		
The limits of the role and when to escalate concerns and seek support			✓		
The responsibilities and professional values of a nursing associate and the nursing profession			✓		
The importance of personal health, resilience and wellbeing on personal performance and judgement					✓
Domain 2 Person-centred approaches to care					
The principles of nursing practice in the assessment, planning, delivery and evaluation of care					✓
The principles of person centred care including consent			✓	✓	✓
How to safely adapt care or support plans to reflect changing need(s)				✓	✓
How to manage appropriate relationships with individuals and carers			✓	✓	✓
How person-centred care enables individuals to be equal partners in their care				✓	✓
Domain 3 Delivering nursing care					
The appropriate diagnostic, decision making and problem solving skills needed to support the registered nurse or other appropriate healthcare professional				✓	✓
The structures and functions of the human body			✓		
Common physical, mental health and learning disability conditions			✓		✓
Infection prevention and control					✓
The principles and practice of medicine management including: the management of adverse drug events, adverse drug reactions, prescribing and administration errors and the potential repercussions for individuals, their families/carers, teams, departments and organisations, the statutory requirements in relation to mental health, mental capacity, children/ young people and medicines, national service frameworks and other guidance		✓			✓
Concepts of behaviour change in health promotion, wellbeing and addressing health inequalities the strengths and weaknesses of the nursing interventions required to deliver high-quality, person-centred care				✓	

Knowledge and Skills mapping to modules	Academic Learning for Nursing Practice	Applied Biological Sciences in Nursing Practice	Developing Professional Awareness	Nursing for Health	Preparation for NA Clinical Practice
You will know and understand:					
Domain 4 Communication and interpersonal skills					
How to communicate with individuals, considering wide range of options and channels focusing on delivering and improving health and care services					✓
The legislative, policy and local requirements and ways of working with information and data in relation to accuracy of recording, reporting, secure storage and confidentiality			✓		
Domain 5 Teamworking and leadership					
The supervisory and leadership opportunities and roles for a nursing associate	✓				✓
The principles of working with others to deliver and improve services					✓
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					✓
Domain 6 Duty of care, candour, equality and diversity					
The legislation and principles underpinning safeguarding, duty of care, equality and diversity and the need for candour and the ways in which you are able to avoid acts or omissions which can reasonably be foreseen as likely to cause harm			✓		✓
The ways in which individuals can contribute to their own health and well-being and the importance in encouraging and empowering people to share in and shape decisions					✓
Domain 7 Supporting learning and assessment in practice					
The importance of Continuing Professional Development to ensure that professional knowledge and skills are kept up to date			✓		✓
The educational theories that underpin learning and teaching in the clinical environment including health promotion and its impact on individuals	✓			✓	
A knowledge of teaching, learning and assessment in the design and delivery of peer learning	✓				
Domain 8 Research, development and innovation					
The role of research, innovation and audit in improving the quality of patient safety and nursing care	✓				
Methods of research and audit in their area of work and how these are used to interpret and apply new knowledge in health and social care	✓				
The role of statutory and advisory regulatory bodies and the concept of evidence-based practice and how these support service improvement	✓		✓		

Appendix 5: End Point Assessment

A summary is provided below and full details can be found here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate/>

The end-point assessment comprises two elements: an observation of practice and a professional discussion. The observation of practice must be undertaken prior to the professional discussion.

Observation

The observation is undertaken by the independent assessor in the apprentice's workplace and must last for 60 minutes. The apprentice will be observed in providing nursing care to an individual, a succession of individuals or a group of individuals. Examples of 'workplaces' can include the individual's home, a GP practice, hospital ward, Accident and Emergency Department, mental health or learning disability service, substance misuse service or prison. In some instances, the assessment may require travel between different workplaces e.g. individuals' homes but this time must not be included in the 60 minute observation time. Should an unexpected event occur, for example a fire alarm, the observation will be paused and re-started to ensure that the apprentice is observed providing nursing care for the full 60 minutes. The assessor will be present purely as an 'observer' and will only intervene if they observe any unsafe practice.

The assessment must be terminated if at any time during the 60 minute assessment the assessor observes unsafe practice and the apprentice will not be permitted to continue onto the professional discussion. The employer will decide when the apprentice is ready to attempt the end-point assessment again.

A description of the evidence provided during the observation should be written up by the assessor after the assessment is complete. A tick box pro-forma is not be permitted.

The observation must provide evidence of the apprentice demonstrating skills and behaviours identified in bold. Requirements in bold which do not occur naturally during the 60 minute observation period may be tested during a question and answer session, which will last no longer than 10 minutes, prior to the professional discussion.

Domain	You will be able to:
Person-centred approaches to care	<ul style="list-style-type: none"> 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 family
Delivering nursing care	<ul style="list-style-type: none"> 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, 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
Communication and inter-personal skills	<ul style="list-style-type: none"> • Communicate effectively and improve communication using a range of strategies with regard to person-centred care, <i>duty of care</i>, candour, equality and diversity to reduce conflict and complaints • Handle information and data in line with national and local policies and legislation
Duty of care, candour, equality and diversity	<ul style="list-style-type: none"> • 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.

Professional Discussion

The use of professional discussion based on two scenarios will assess the apprentice's **skills, knowledge and behaviours**. The apprentice must be able to relate the scenarios to their practice. The apprentice will have no prior knowledge of the content of the scenarios. The professional discussion takes place between the independent assessor and the apprentice and lasts for 90 minutes in total. It should take place in a quiet place, away from the immediate demands of the workplace.

The scenarios are devised by the End Point Assessment Organisation and must address the skills, knowledge and behaviours highlighted in Annex 1 (see link). One scenario must be designed to specifically assess the apprentice's ability to demonstrate they work within the parameters of practice and know what to do should they be placed in a situation that would test the limits of these. One scenario must pay particular regard to a health promotional activity.

The scenarios can be either written, picture or video. Each scenario presents the apprentice with a situation and then allows them to discuss with the assessor what they might have read or be seeing, how the situation could have occurred and what they would do in these circumstances. The assessor will also have prepared at least one discussion point for each domain that can be used to provide the apprentice with the opportunity to evidence the required skills, knowledge and behaviours. It is not necessary to use all the discussion points. Professional discussion is not simply a question and answer session but a two way dialogue between the apprentice and assessor. The assessor must not use prompts or questions that would lead the apprentice to meet the outcomes required of the assessment. End point assessment organisations will need to ensure that scenarios are of comparable demand and provides sufficient information for the apprentice to be able to use what they have seen, read or watched as the reference point for the evidence presented. To do this the End Point Assessment Organisation will ensure that:

- a written scenario is between 900 and 1000 words
- a video is 3 – 4 minutes in duration
- a picture used will be in colour and presents sufficient information to stimulate the discussion on the skills, knowledge and behaviours to be covered

The scenarios must provide the apprentice with the opportunity to cover all of the domains. However, they should not deliberately duplicate the domains to be covered between the scenarios by presenting information that would lead the apprentice to cover the same knowledge skills and behaviour or may unfairly restrict the opportunity to cover all of the required outcomes e.g. the scenarios would not present the apprentice with the opportunity to demonstrate the requirements from the Learning and Assessment or Research and Development domains. The nature of the role of the Nursing Associate means that inevitably there may be areas of skills or knowledge that the apprentice will evidence during both scenario discussions e.g. nursing care, communication, duty of care and candour and professional values. As the scenarios are not separately graded the evidence provided from both professional discussions should be viewed holistically to ensure that apprentice has met all the required outcomes. Within the 90 minutes, the apprentice is allowed 15 minutes to read, look at or watch each scenario and make notes in preparation for the professional discussion.

A structured template designed by the End Point Assessment Organisation and including the prompts used will be used for the professional discussion to ensure consistency, to ensure that the professional discussion covers the following domains from the standard:

- Professional values and parameters of practice
- Person-centred approaches to care
- Delivering nursing care
- Communication and inter-personal skills
- Team-working and leadership
- Duty of care, candour, equality and diversity
- Supporting learning and assessment in practice
- Research, development and innovation

For retakes, the scenarios used should be different from those presented to the apprentice on the previous attempt/s.

Re-takes

Apprentices are only required to retake the element of the end-point assessment they have failed. Re-takes are permitted after 1 month and within 6 months but not after 6 months (unless the apprentice is deferred due to extenuating circumstances). The apprentice is permitted to re-take the end-point assessment twice within the permitted 6-month timeframe.

Apprentices who re-take the professional discussion assessment can only achieve a pass grade as a maximum. Apprentices who have passed the professional discussion are not permitted to retake for the purposes of improving their grade.

Grading Criteria

Observation

Where a question and answer session is required to cover requirements not emboldened, it must be assessed as part of the observation. The observation is ungraded above pass. The observation takes place in a real work setting where it is not possible to introduce variables that could be used to determine grade above pass.

Pass: The apprentice meets the standard by demonstrating all the skills, knowledge and behaviours in bold and at least one of the requirements not in bold.

Professional Discussion

The professional discussion is considered a single assessment and is given an overall grade by the independent assessor where:

- **Pass:** The apprentice meets the standard by meeting all the skills, behaviours and knowledge requirements in bold from Annex 1 (see link).
- **Merit:** The apprentice meets the standard by meeting all the skills, behaviours and knowledge requirements in bold from Annex 1 (see link) and a majority of the skills, knowledge and behaviours not in bold.

End-point Grading

The successful apprentice receives an overall grade of Pass, Merit or Fail and is determined by the independent assessor. The apprentice must pass both elements of the assessment for a final grade to be given.

Observation	Professional Discussion	Overall Grade
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Merit	Fail
Pass	Pass	Pass
Pass	Merit	Merit