



UNIVERSITY OF PLYMOUTH

Faculty of Health

School of Nursing & Midwifery

Programme Specification

FdSc Nursing Associate
(Direct entry route)

Academic Year: 2022-2023

Date of NMC Approval: 27 August 2019
Date of Implementation: September 2022
Year of first award: 2023

Internal Programme Code	Award Title	Site	Mode of Study
7427	FdSc Nursing Associate	Plymouth	Blended
7428	FdSc Nursing Associate	Exeter	Blended
7429	FdSc Nursing Associate	Cornwall	Blended

Reviewed	Amended following review (Y/N)	Sections amended

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1. FdSc Nursing Associate

Final award title:

FdSc Nursing Associate

Level Intermediate award title(s)

Certificate of Higher Education

UCAS code N/A

JACS code B700

2. Awarding Institution: University of Plymouth

Teaching Intuition(s): Faculty of Health of Health and Human Sciences,
School of Nursing and Midwifery

3. Accrediting Body(ies): Nursing and Midwifery Council

This Programme will offer the award of FdSc Nursing Associate with eligibility to apply to register with the Nursing and Midwifery Council.

4. Distinctive Features of the Programme and the Student Experience

This Foundation Degree programme provides students who are interested in developing a career in nursing, with an accessible and flexible route into the profession. Since the removal of the bursary for undergraduate students in August 2017, the impact on nurse recruitment has been well documented with applications falling overall. The removal of the bursary has also seen a decrease in applications from mature students (UCAS, 2017) many of whom cannot afford to attend university for a traditional three-year degree due to family and financial commitments. This programme, therefore, supports widening participation in nurse education (Heaslip, et al. 2017) by offering a two-year programme which will enable the individual to gain a professional qualification and entry to the register of the Nursing and Midwifery Council as a nursing associate.

The development of the Nursing Associate role was informed by responses to the Health Education England consultation and is a key part of the workforce transformation required to build the workforce for the future. The development and design of the pre-registration nursing associate programme was a collaborative partnership following national consultation and local consultation with our stakeholders and employers in the region. It adheres to the NMC Standards for pre-registration nursing associates programmes (NMC 2018) and is underpinned by two factors: existing expertise within the School of Nursing and Midwifery and the expertise of mentors within the work based (practice) setting. Distinctive features of this programme are:

- Eligibility to register with the Nursing and Midwifery Council
- Widening participation through career development for school leavers; mature students and experienced health care support workers and, for successful students, the
- Opportunity to further develop academic and healthcare career through transfer onto the BSc (Hons) Nursing degree programme or degree apprenticeship route
- Flexible and responsive to the needs of the individual's personal circumstances
- Cohesion between education outcomes, module and programme outcomes and patient outcomes
- A student centred programme that values prior experiential learning
- Mapped against the Care Certificate Standards (Appendix 5)
- Available at the University of Plymouth, Plymouth campus, Truro School of Nursing, KSpa site and the Exeter School of Nursing.
- Supports the employer with developing the future workforce and enhancing career pathways for healthcare workers.

4.1 The student experience

The student experience assumes increasing importance in the quality monitoring of programmes and in particular in Nursing and Midwifery as this has a significant impact on patient care and in retention of students to become active citizens of the health and academic community to which they belong. A student's ability to negotiate the academic

demands of a programme of study and integrate into peer networks is essential to their retention and success and will have full access to resources and supporting mechanisms. As a new profession, student nursing associate will be supported throughout their learning journey to develop the skills and knowledge required to provide care for people of all ages and from different backgrounds, cultures and beliefs

4.2 Accessible education

The Pre-registration Nursing Associate programme will be delivered on our three campuses across the Peninsula aiming to give more students access to our teaching, learning and work based placements. The student nursing associate will integrate both academic and work-based learning in a variety of clinical placements, through the close collaboration established between the University of Plymouth and colleagues in practice. The programme fully recognises the potential of those who successfully complete the programme and qualify as registered nursing associates, who may wish to become Registered Nurses. They will be able to progress onto the BSc (Hons) Nursing degree programme or degree apprenticeship route with relevant Recognition of Prior Learning (RPL).

4.3 Sustainability

Sustainability has been embedded throughout the nursing and midwifery curriculum based on the innovative research of the Sustainability, Society and Health Research Group (for example Grose *et al.* 2012, Grose and Richardson, 2013a,b,Manzi *et al.* 2016, Nichols *et al.* 2009, Richardson *et al.* 2009). Since 2011 we have developed and evaluated evidence-based teaching and learning approaches to introduce students to the challenges of climate change in the context of health and wellbeing and sustainable healthcare provision (Grose and Richardson 2015, Richardson *et al.* 2015). Our approach has engaged students in discussion about sustainability in the nursing curriculum (Richardson *et al.* 2016) and won us a National Green Gown Award in 2014 for learning and teaching (Grose *et al.* 2015, Richardson *et al.* 2014). Sessions have evaluated extremely well, and in turn have raised practice-related issues for further research. Thus ensuring an ongoing and dynamic relationship between research and practice, and demonstrating significant impacts on knowledge and attitudes (Richardson *et al.* 2017).

More recently, we have used research from our European funded project to compare student attitudes toward sustainability and nursing in EU countries (Richardson *et al.* 2016b). This has contributed to the development of the NurSusTOOLKIT (www.nursus.eu). This resource provides teaching and learning materials for nurses and health professionals, focusing on the health challenges for climate change and sustainability. The materials are evidence-based and available in six languages. Many of the topics are fully integrated into the nursing curriculum at The University of Plymouth, providing innovative and original approaches to an issue that is 'the most significant threat to public health in the 21st century' (Lancet Commission 2009).

4.4 Patient Engagement

Kim Young, Associate Professor, has led the 'Wider Patient Engagement' (WPE) innovation work since 2015, consulting and collaborating with local, regional and national patient representation groups; this has enabled a stronger focus for patient and service user input into the nursing programme. The WPE innovation is recognised and acknowledged by Health Education England (HEE) with Kim recently awarded the 2017 HEE Star Award for Education under the category of 'Hearing the Patient Voice'.

The programme supports the importance of working with patients, service users and carers in a wider capacity to ensure that students gain a robust knowledge of hearing and responding to the patient voice. Nursing associate students will be guided and encouraged to seek out WPE activities with patient representation groups / organisations throughout the Programme.

The School is developing a new strategy to strengthen the Service User Forum and ensure continued involvement of Service Users. In 2019, the aim is to introduce a service user co-chair for the WPE Steering Group. The Group currently monitors service user and carer involvement across our nursing and midwifery pre-registration and post-qualifying programmes, and this will extend to the Nursing Associate Programme. The group includes representation from a national patient representation organisation and patients and service users supporting external working relationships. Patient representatives contribute to the monitoring and quality aspects of the programme. The minutes of these meetings feed into the programme monitoring (PCM) Meetings, Teaching Learning & Quality Committee, and the School Executive Group Meetings. The Steering Group ensures that the patient and service user perspective is fundamental within our healthcare education planning and delivery.

4.5 Digital Professionalism

Digital professionalism is introduced in the first module and reinforced throughout the programme. We ensure that students have the skills needed to be effective learners (using for example: Digital Learning Environment (DLE), webinars, discussion forums, skype, online surveys, and video calls) and who understand the growing use of the Internet for e-health including the benefits and challenges for learners engaging in online activities. Our students will be encouraged to use Twitter to develop links with professionals, patient group, and other students around the world.

5. Relevant QAA Subject Benchmark Group(s)

The Programme is informed by the NMC Standards of proficiency for nursing associates (2018): <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/nursing-associates-proficiency-standards.pdf>; the Quality assurance framework for nursing, midwifery and nursing associate education (2018): <https://www.nmc.org.uk/globalassets/sitedocuments/edandqa/nmc-quality-assurance->

[framework.pdf](#) and the (QAA) Foundation Degree Characteristics Framework for Higher Education Qualification England, Wales and Northern Ireland (2015). Additionally, the SEEC Credit Level Descriptors for Further and Higher Education have been used as a guiding framework for curriculum design.

6. Programme Structure

The Nursing Associate programme is based in the School of Nursing and Midwifery. This is a full-time programme that will normally take 24 months to achieve.

6.1 Programme structure including assessment:

Level 4 Credits and Modules – 20 credits per Module		
Module Code	Module Title	Credits
FDNA407	Evidence Based Practice in Nursing	20 Credits
FDNA408	Applied Anatomy and Physiology for Nursing Associates	20 Credits
FDNA409	Holistic Assessment in Nursing Associate Practice	20 Credits
FDNA410	Providing and Monitoring Care	20 Credits
FDNA411	Therapeutic Relationships through Effective Communication	20 Credits
FDNA412	Being an Accountable Professional	20 Credits
Level 5 Credits and Modules – 20 Credits per Module		
Module Code	Module Title	Assessment
FDNA507	Promoting Public Health and Preventing Ill Health	20 Credits
FDNA508	Medicines Management	20 Credits
FDNA509	Team Working and Leadership	20 Credits
FDNA510	Improving Patient Safety and Quality of Care through Research	20 Credits
FDNA511	Supporting Teaching, Learning & Assessment in Practice	20 Credits
FDNA512	Developing Nursing Associate Skills & Practice	20 Credits

See appendices 1, 2 and 10

7. Programme Aims

The aim of the Pre-registration Nursing Associate programme is to produce compassionate, competent and confident Nursing Associates at academic level 5, qualified to deliver a wide range of clinical, care and interpersonal skills underpinned by a systematic knowledge base (NMC 2018). The Pre-registration Nursing Associate programme will:

- Facilitate eligibility to register with the Nursing and Midwifery Council
- Develop practitioners who will adhere to the NMC *Code*
- Support the delivery of high quality essential care to all people.
- Develop practitioners who work under the leadership and direction of registered nurses.
- Develop practitioners who will act with professionalism and integrity, demonstrating a degree of autonomy to use professional judgement to ensure that they always work within the parameters of their practice.
- Develop practitioners who will practise in a compassionate, respectful way, maintaining dignity and enhancing wellbeing and communicating effectively with people of all ages.
- Develop and establish the principles of inter-professional learning
- Provide a structured pattern of clinical and theory-linked learning opportunities through partnership with health care providers.

If the student has successfully completed Stage 1 and chooses to exit at this point they may be awarded a Certificate of Higher Education.

8. Programme Intended Learning Outcomes

The learning outcomes for the Pre-registration Nursing Associate programme have been developed in conjunction with the professional standards for nursing associates (NMC 2018). (See appendix 4)

8.1 Setting

On successful completion Nursing Associates will:

1. Act with professionalism and integrity, demonstrating a degree of autonomy to use professional judgement to ensure that they always work within the parameters of practice.
2. Accept delegated activities to support the delivery of therapeutic interventions

8.2 Knowledge and Understanding

On successful completion Nursing Associates should be able to:

1. Exercise personal responsibility and work independently within defined parameters of practice.
2. Demonstrate those skills, attitudes and behaviours that support the planning, delivery and evaluation of high-quality, person-centred, holistic care.
3. Provide opportunities to promote responsibility and to develop critical awareness of issues that impact on the health of people of all ages.
4. Analyse issues that relate to the rights of people of all ages.

8.3 Cognitive Skills

On successful completion, Nursing Associates should be able to:

1. Demonstrate how research and innovation improves the quality of patient/individual safety and care and addresses the challenges faced in the context of rising public expectations
2. Describe the fundamental principles underpinning nursing theory and practice.
3. Reflect on their own professional and personal development.
4. Discuss the knowledge and skills required for safe practice
5. Utilise the skills of audit and innovation to enable them to contribute to decision making in the planning, design, delivery and improvement of future care

8.4 Personal and enabling skills

On successful completion Nursing Associates should have developed the ability to:

1. Communicate effectively with a wide range of individuals using a variety of communication strategies
2. Evaluate their own academic, professional and clinical performance
3. Reflect on practice.
4. Take responsibility for personal and professional learning and development.
5. Recognise and manage personal emotions and stress
6. Understand career opportunities and challenges ahead and begin to plan a career path.
7. Utilise digital literacy skills

8.5 Performance and practice

On successful completion Nursing Associates should be able to:

1. Engage and interact with patients and clients of all ages in a sensitive kind and compassionate manner
2. Provide basic person centred care
3. Record information accurately
4. Apply principles of confidentiality and data protection
5. Respond appropriately to a range of incidents and emergency situations
6. Act within legal frameworks and local policies

9. Admissions Criteria, including APCL, RPL and DS arrangements

Applicants applying for the Pre-registration Nursing Associate programme are screened using a values based recruitment process that builds upon and enhances an already robust application and selection process. This robust admissions process followed for all applicants is transparent, fair and equitable and takes account of the University Equality & Diversity Policy (revised 2008). The School of Nursing and Midwifery is part of the values based recruitment project, the outcomes of the Francis Report recommendations (2013) regarding

recruiting the right staff with the right values into posts. This has translated into the selection and recruitment of students and apprentices to nursing programmes.

Potential students applying must demonstrate on entry to the Programme:

- Values in accordance with *The Code*
- Capability to learn behaviours in accordance with *The Code*
- Capability to develop numeracy skills required to meet programme outcomes demonstrated through GCSE Grade 3 or 4 in maths and above or Functional Skills Level 2.
- Proficiency in English language*
- Capability in literacy to meet programme outcomes demonstrated through GCSE Grade 3 or 4 in English or above or Functional Skills Level 2.
- Capability for digital and technological literacy to meet programme outcomes

*The NMC accept an IELTS Academic examination certificate than confirms achievement at:

- An overall score of least 7
- At least 6.5 in all elements (writing, reading, listening and speaking)

9.1 Health and Enhanced Disclosures

Applicants to the programme will be required to complete a self-declaration form on enrolment and annually regarding any change in their circumstances. If in the process of the students' annual declaration, there is any disclosure of a positive criminal conviction or significant health issue, further advice is sought from the Faculty Professional Issues Committee.

9.2 Recognition of Prior Learning (RPL)

Student who successfully complete their Foundation Degree and enter the NMC register as a nursing associate, may wish to practice in this role or undertake further studies to qualify as a registered nurse. In line with NMC guidelines, candidates may make an RPL claim for up to a maximum limit of 50% of the programme. It is noted that a maximum limit of 50% does not apply to applicants who are currently an NMC registered nurse without restrictions. This RPL is commensurate with the level of exit awards. RPL via other qualifications is commensurate with level of study and matching to programme learning outcomes.

9.3 Fitness to Practise

The University has a responsibility to ensure that students are fit to practise and must adhere to regulatory advice provided by the University. Student Handbooks provide information about the standards of behaviour expected. It is the student's responsibility to familiarise him/herself with the provisions and requirements of the University and placement host. Any student departing from the guidance given may be subject to consideration by the Fitness to Practise procedure of the Faculty of Health and Human Sciences.

9.4 Disability Service

This programme is designed to enable the student to progress through an equitable experience. We work collegiately with expert colleagues in Disability Services (within the Learning Gateway) to ensure applicants, who consider studying the Pre-registration Nursing Associate programme receive timely advice on the support available. This is particularly important for a programme that has a professional element and requirements for practice. An applicant can declare a support requirement or disability via the Disclosure for applicants' pages.

10. Progression Criteria for Final and Intermediate Awards

Students will progress through the programme in line with the University academic framework and the conditions set by NMC Standards for Nursing Associates. Robust fitness to practise and academic measures are in place to act promptly to concerns raised regarding a students' conduct or progress, or where safety or learning is compromised. At the end of the period of study the Programme Assessment Board will review the students' academic and practice achievements in the given period and determine progression to the next year of the programme. Both the University and programme specific regulations determine the criteria for progression.

At the end of the programme, the Award Assessment Boards will ensure that all elements of the programme have been passed and achieved. This will include; all theory and practice elements, and confirmation of practice hours.

Student nursing associates are advised that they have five years in which to register their award with the NMC. In the event of an apprentice failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards in order to register their award. Further information is provided at:

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

10.1 Progression / Exit Pathways

Students enrolling on the Pre-registration Nursing Associate programme will complete the standard two-year programme, this will span a maximum of 45 weeks per year. Students who successfully complete year one of the programme and wish to step off are awarded a Certificate of Higher Education.

11. Non Standard Regulations

The normal University Regulations in respect of progression and assessment are followed, with specific exceptions, due to the structure and professional nature of the programme. Within this Programme all elements of assessment must be passed; there is no compensation within or across modules.

12. Transitional Arrangements

These will be managed on an individual basis, ensuring an equitable approach is taken to support current Nursing Associate students to complete their education.

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APPENDIX 1 Mapping Modules to NMC (2018) Standards of proficiency for nursing associates

PLATFORM 1: Being an accountable professional

Nursing associates act in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate. They act professionally at all times and use their knowledge and experience to make evidence based decisions and solve problems. They recognise and work within the limits of their competence and are responsible for their actions

	PLATFORM 1: Being an accountable professional	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
1.	Outcomes: The outcomes set out below reflect the proficiencies for accountable practice that must be applied across all standards of proficiency for nursing associates, as described in platforms 2-6.												
1.1	At the point of registration, the nursing associate will be able to: understand and act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates, and fulfil all registration requirements	√		√	√	√	√	√	√	√	√	√	√
1.2	understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice	√					√			√			
1.3	understand the importance of courage and transparency and apply the Duty of Candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes	√					√						
1.4	demonstrate an understanding of, and the ability to, challenge or report discriminatory behaviour	√			√		√						
1.5	understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health					√	√						
1.6	understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and wellbeing required to meet people's needs for mental and physical care						√						
1.7	describe the principles of research and how research findings are used to inform evidence-based practice	√		√	√					√			

	PLATFORM 1: Continued Being an accountable professional	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
1.8	understand and explain the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care					√	√						
1.9	communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges					√							
1.10	demonstrate the skills and abilities required to develop, manage and maintain appropriate relationships with people, their families, carers and colleagues				√	√							
1.11	provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive care at all times. Reflect on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments	√	√	√	√	√	√	√	√	√	√	√	√
1.12	recognise and report any factors that may adversely impact safe and effective care provision									√			
1.13	demonstrate the numeracy, literacy, digital and technological skills required to meet the needs of people in their care to ensure safe and effective practice	√							√				
1.14	demonstrate the ability to keep complete, clear, accurate and timely records									√			
1.15	take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills	√											
1.16	act as an ambassador for their profession and promote public confidence in health and care services	√									√		
1.17	safely demonstrate evidence based practice in all skills and procedures stated in Annexes A and B.												

PLATFORM 2: Promoting health and preventing ill health

Nursing associates play a role in supporting people to improve and maintain their mental, physical, behavioural health and wellbeing. They are actively involved in the prevention of and protection against disease and ill health, and engage in public health, community development, and in the reduction of health inequalities

	PLATFORM 2: Promoting health and preventing ill health	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
2	Outcomes: The proficiencies identified below will equip the newly registered nursing associate with the underpinning knowledge and skills required for their role in health promotion and protection and prevention of ill health.							√					
2.1	At the point of registration, the nursing associate will be able to: understand and apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people							√					
2.2	promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing							√					
2.3	describe the principles of epidemiology, demography, and genomics and how these may influence health and wellbeing outcomes							√					
2.4	understand the factors that may lead to inequalities in health outcomes							√					
2.5	understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing							√					
2.6	understand and explain the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes							√					
2.7	explain why health screening is important and identify those who are eligible for screening							√					
2.8	promote health and prevent ill health by understanding the evidence base for immunisation, vaccination and herd immunity							√					
2.9	protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance							√	√	√		√	

PLATFORM 3: Provide and monitor care

Nursing associates provide compassionate, safe and effective care and support to people in a range of care settings. They monitor the condition and health needs of people within their care on a continual basis in partnership with people, families, and carers. They contribute to ongoing assessment and can recognise when it is necessary to refer to others for reassessment.

	PLATFORM 3: Provide and monitor care	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
3	Outcomes: The proficiencies identified below will equip the newly registered nursing associate with the underpinning knowledge and skills required for their role in providing and monitoring care.		√	√	√				√	√			√
3.1	At the point of registration, the nursing associate will be able to: demonstrate an understanding of human development from conception to death, to enable delivery of person-centred safe and effective care		√										
3.2	demonstrate and apply knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences when delivering care		√	√	√	√		√	√				√
3.3	recognise and apply knowledge of commonly encountered mental, physical, behavioural and cognitive health conditions when delivering care	√		√	√								
3.4	demonstrate the knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions			√	√	√		√	√				
3.5	work in partnership with people, to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate				√	√							
3.6	demonstrate the knowledge, skills and ability to perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care				√	√							√
3.7	demonstrate and apply an understanding of how and when to escalate to the appropriate professional for expert help and advice				√	√			√				√
3.8	demonstrate and apply an understanding of how people's needs for safety, dignity, privacy, comfort and sleep can be met				√	√	√			√			

	PLATFORM 3: Continued Provide and monitor care	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
3.9	demonstrate the knowledge, skills and ability required to meet people's needs related to nutrition, hydration and bladder and bowel health		√	√	√								
3.10	demonstrate the knowledge, skills and ability to act as required to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity				√								
3.11	demonstrate the ability to recognise when a person's condition has improved or deteriorated by undertaking health monitoring. Interpret, promptly respond, share findings, and escalate as needed			√	√								√
3.12	demonstrate the knowledge and skills required to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain			√	√	√							
3.13	demonstrate an understanding of how to deliver sensitive and compassionate end of life care to support people to plan for their end of life, giving information and support to people who are dying, their families and the bereaved. Provide care to the deceased											√	
3.14	understand and act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health											√	
3.15	understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies	√							√	√			
3.16	demonstrate the ability to recognise the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions								√				
3.17	recognise the different ways by which medicines can be prescribed								√				
3.18	demonstrate the ability to monitor the effectiveness of care in partnership with people, families and carers. Document progress and report outcomes			√	√	√	√						
3.19	demonstrate an understanding of co-morbidities and the demands of meeting people's holistic needs when prioritising care			√	√								

	PLATFORM 3: Continued Provide and monitor care	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
3.20	understand and apply the principles and processes for making reasonable adjustments	√	√	√	√	√	√	√	√	√	√	√	√
3.21	recognise how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent			√	√								
3.22	recognise when capacity has changed and understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld			√	√								
3.23	recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk			√	√								
3.24	take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated.			√	√		√				√		

PLATFORM 4: Working in teams

Nursing associates play an active role as members of interdisciplinary teams, collaborating and communicating effectively with nurses, a range of other health and care professionals and lay carers.

	PLATFORM 4: Working in teams	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
4	Outcomes: The proficiencies identified below will equip the newly registered nursing associate with the underpinning knowledge and skills required to understand and apply their role to work effectively as part of an interdisciplinary team.										√		
4.1	At the point of registration, the nursing associate will be able to: demonstrate an awareness of the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and their own role within it										√		
4.2	demonstrate an ability to support and motivate other members of the care team and interact confidently with them										√		
4.3	understand and apply the principles of human factors and environmental factors when working in teams										√		
4.4	demonstrate the ability to effectively and responsibly access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary teams									√			
4.5	demonstrate an ability to prioritise and manage their own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members						√				√		
4.6	demonstrate the ability to monitor and review the quality of care delivered, providing challenge and constructive feedback, when an aspect of care has been delegated to others			√	√						√		
4.7	support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of the care they provide, promoting reflection and providing constructive feedback										√	√	
4.8	contribute to team reflection activities, to promote improvements in practice and services										√	√	
4.9	discuss the influence of policy and political drivers that impact health and care provision.							√					

PLATFORM 5: Improving safety and quality of care

Nursing associates improve the quality of care by contributing to the continuous monitoring of people's experience of care. They identify risks to safety or experience and take appropriate action, putting the best interests, needs and preferences of people first.

	PLATFORM 5: Improving safety and quality of care	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
5	Outcomes: The proficiencies identified below will equip the newly registered nursing associate with the underpinning knowledge and skills required for their role in contributing to risk monitoring and quality of care.												
5.1	At the point of registration, the nursing associate will be able to: understand and apply the principles of health and safety legislation and regulations and maintain safe work and care environments	√		√			√						
5.2	participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies									√			
5.3	accurately undertake risk assessments, using contemporary assessment tools			√	√								
5.4	respond to and escalate potential hazards that may affect the safety of people									√			
5.5	recognise when inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately									√			
5.6	understand and act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required									√			
5.7	understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident									√			
5.8	understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes									√			
5.9	recognise uncertainty, and demonstrate an awareness of strategies to develop resilience in themselves. Know how to seek support to help deal with uncertain situations					√							
5.10	understand their own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident.									√			

PLATFORM 6: Contributing to integrated care

Nursing associates contribute to the provision of care for people, including those with complex needs. They understand the roles of a range of professionals and carers from other organisations and settings who may be participating in the care of a person and their family, and their responsibilities in relation to communication and collaboration.

	PLATFORM 6 Contributing to integrated care	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
6	Outcomes: The proficiencies identified below will equip the newly registered nursing associate with the underpinning knowledge and skills required for their role in contributing to integrated care to meet the needs of people across organisations and settings.												
6.1	At the point of registration, the nursing associate will be able to: understand the roles of the different providers of health and care. Demonstrate the ability to work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams										√		
6.2	understand and explore the challenges of providing safe nursing care for people with complex co-morbidities and complex care needs			√	√								
6.3	demonstrate an understanding of the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings			√	√	√							
6.4	understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives				√								
6.5	identify when people need help to facilitate equitable access to care, support and escalate concerns appropriately				√			√					
6.6	demonstrate an understanding of their own role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services.√				√						√		

ANNEX A: Communication and relationship management skills

In order to meet the proficiency outcomes outlined in the main body of this document, nursing associates must be able to demonstrate the communication and relationship management skills described in this annexe at the point of registration.

The ability to communicate effectively, with sensitivity and compassion, and to manage relationships with people is central to the provision of high quality person-centred care. These competencies must be demonstrated in practice settings and adapted to meet the needs of people across their lifespan. Nursing associates need a diverse range of communication skills and strategies to ensure that individuals, their families and carers are supported to be actively involved in their own care wherever appropriate, and that they are kept informed and well prepared.

It will be important for nursing associates to demonstrate cultural awareness when caring for people and to ensure that the needs, priorities, expertise and preferences of people are always valued and taken into account.

Where people have special communication needs or a disability, it is essential that nursing associates make reasonable adjustments. This means they'll be able to provide and share information in a way that promotes good health and health outcomes and does not prevent people from having equal access to the highest quality of care.

The skills listed below are those that all nursing associates are expected to demonstrate at the point of registration

	Annex A Communication & relationship management skills	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
	At the point of registration, the nursing associate will be able to safely demonstrate the following skills:												
1.	Underpinning communication skills for providing and monitoring care:												
1.1	actively listen, recognise and respond to verbal and non-verbal cues					√							
1.2	use prompts and positive verbal and non-verbal reinforcement					√							
1.3	use appropriate non-verbal communication including touch, eye contact and personal space					√							
1.4	make appropriate use of open and closed questioning					√							
1.5	speak clearly and accurately					√							

Annex A: Continued Communication & relationship management skills		FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
1.6	use caring conversation techniques					√							
1.7	check understanding and use clarification techniques					√							
1.8	be aware of the possibility of own unconscious bias in communication encounters			√		√							
1.9	write accurate, clear, legible records and documentation	√					√						
1.10	clearly record digital information and data			√	√								
1.11	provide clear verbal, digital or written information and instructions when sharing information, delegating or handing over responsibility for care			√	√		√			√	√		
1.12	recognise the need for translator services and material			√	√	√							
1.13	use age appropriate communication techniques.	√		√	√	√							
2	Communication skills for supporting people to prevent ill health and manage their health challenges:												
2.1	effectively share information and check understanding about: - <ul style="list-style-type: none"> ▪ preventative health behaviours that help people to make lifestyle choices and improve their own health and wellbeing ▪ a range of common conditions including: anxiety, depression, memory loss, diabetes, dementia, respiratory disease, cardiac disease, neurological disease, cancer, skin problems, immune deficiencies, psychosis, stroke and arthritis in accordance with care plans 			√	√			√					
2.2	clearly and confidently explain to the individual and family how their lifestyle choices may influence their health. This includes the impact of common health risk behaviours including smoking, diet, sexual practice, alcohol and substance use							√					
2.3	use appropriate materials, making reasonable adjustments where appropriate to support people's understanding of what may have caused their health condition and the implications of their care and treatment	√	√	√	√	√							

	Annex A: Continued Communication & relationship management skills	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
2.4	use repetition and positive reinforcement strategies					√							
2.5	recognise and accommodate sensory impairments during all communications	√		√	√	√							
2.6	support and monitor the use of personal communication aids			√	√								
2.7	address and respond to people's questions, recognising when to refer to others in order to provide accurate responses			√	√	√							
2.8	identify the need for and manage a range of alternative communication techniques	√	√	√	√	√			√				
2.9	engage in difficult conversations with support from others, helping people who are feeling emotionally or physically vulnerable or in distress, conveying compassion and sensitivity					√							
3	Communication skills and approaches for providing therapeutic interventions:					√							
3.1	identify the need for and use appropriate approaches to develop therapeutic relationships with people					√							
3.2	demonstrate the use of a variety of effective communication strategies: <ul style="list-style-type: none"> ▪ reassurance and affirmation ▪ de-escalation strategies and techniques ▪ distraction and diversion strategies ▪ positive behaviour support approaches. 				√	√			√				
4	Communication skills for working in professional teams:					√					√		
4.1	Demonstrate effective skills when working in teams through: active listening when receiving feedback and when dealing with team members' concerns and anxieties					√					√		
4.2	timely and appropriate escalation										√		

	Annex A: Continued Communication & relationship management skills	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506
4.3	being a calm presence when exposed to situations involving conflict					√					√		
4.4	being assertive when required					√					√		
4.5	using de-escalation strategies and techniques when dealing with conflict.					√					√		
5	Demonstrate effective supervision skills by providing:												
5.1	clear instructions and explanations when supervising others					√					√	√	
5.2	clear instructions and checking understanding when delegating care responsibilities to others					√					√	√	
5.3	clear constructive feedback in relation to care delivered by others					√					√	√	
5.4	encouragement to colleagues that helps them to reflect on their practice.					√					√	√	

APPENDIX 2 Summary of mapping NMC Standards to FdSc programme modules

Platform/ Standards	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506	ALL MET
1.1	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2	√					√			√				√
1.3	√					√							√
1.4	√			√		√							√
1.5					√	√							√
1.6						√							√
1.7	√		√	√					√				√
1.8					√	√							√
1.9					√								√
1.10				√	√								√
1.11	√	√	√	√	√	√	√	√	√	√	√	√	√
1.12									√				√
1.13	√							√					√
1.14									√				√
1.15	√												√
1.16	√									√			√
1.17													Annex B
2.1							√						√
2.2							√						√
2.3							√						√
2.4							√						√
2.5							√						√
2.6							√						√
2.7							√						√
2.8							√						√
2.9							√	√	√		√		√
3.1		√											√
3.2		√	√	√	√		√	√				√	√
3.3	√		√	√									√
3.4			√	√	√		√	√					√
3.5				√	√								√
3.6				√	√							√	√
3.7				√	√			√				√	√
3.8				√	√	√			√				√
3.9		√	√	√									√
3.10				√									√
3.11			√	√								√	√
3.12			√	√	√								√

Platform/ Standards	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506	ALL MET
3.13											√		√
3.14											√		√
3.15	√							√	√				√
3.16								√					√
3.17								√					√
3.18			√	√	√	√							√
3.19			√	√									√
3.20	√	√	√	√	√	√	√	√	√	√	√	√	√
3.21			√	√									√
3.22			√	√									√
3.23			√	√									√
3.24			√	√		√				√			√
4.1										√			√
4.2										√			√
4.3										√			√
4.4									√				√
4.5						√				√			√
4.6			√	√						√			√
4.7										√	√		√
4.8										√	√		√
4.9							√						√
5.1	√		√			√							√
5.2									√				√
5.3			√	√									√
5.4									√				√
5.5									√				√
5.6									√				√
5.7									√				√
5.8									√				√
5.9					√								√
5.10									√				√
6.1										√			√
6.2			√	√									√
6.3			√	√	√								√
6.4				√									√
6.5				√			√						√
6.6				√						√			√
ALL MET	√	√	√	√	√	√	√	√	√	√	√	√	

APPENDIX 3 Summary of mapping NMC Annex A to FdSc programme modules

ANNEX A

ANNEX A	FDNA 407	FDNA 408	FDNA 409	FDNA 410	FDNA 411	FDNA 412	FDNA 501	FDNA 502	FDNA 503	FDNA 504	FDNA 505	FDNA 506	ALL MET
1.1					√								√
1.2					√								√
1.3					√								√
1.4					√								√
1.5					√								√
1.6					√								√
1.7					√								√
1.8			√		√								√
1.9	√					√							√
1.10			√	√									√
1.11			√	√		√			√	√			√
1.12			√	√	√								√
1.13	√		√	√	√								√
2.1			√	√			√						√
2.2							√						√
2.3	√	√	√	√	√								√
2.4					√								√
2.5	√		√	√	√								√
2.6			√	√									√
2.7			√	√	√								√
2.8	√	√	√	√	√			√					√
2.9					√								√
3.1					√								√
3.2				√	√			√					√
4.1					√					√			√
4.2										√			√
4.3					√					√			√
4.4					√					√			√
4.5					√					√			√
5.1					√					√	√		√
5.2					√					√	√		√
5.3					√					√	√		√
5.4					√					√	√		√
ALL MET	√	√	√	√	√	√	√	√	√	√	√		√

Appendix 4 NMC Nursing Associate Proficiencies (Platforms) mapped against Programme Intended Learning Outcomes

Nursing Associate Proficiencies	Programme Intended Learning Outcomes				
Platforms	Setting	Knowledge and understanding	Cognitive skills	Personal and enabling	Performance and Practice
Platform 1 Being an accountable professional	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2,3,4,5,6, 7	1, 2, 3, 4, 5, 6
Platform 2 Promoting health and preventing ill-health	1	2, 3	1, 2	1	1, 4
Platform 3 Provide and monitor care		2, 3, 4	1, 2, 4, 5		1, 2, 3, 4, 5, 6
Platform 4 Working in teams	1, 2	1, 2, 3, 4	3, 4, 5	1, 2,3, 4, 5, 6	3, 4, 5, 6
Platform 5 Improving safety and quality of care	1	1, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5	3, 4, 5, 6
Platform 6 Contributing to integrated care	1,2	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6

APPENDIX 5 Mapping Care Certificate Standards to Programme Intended Learning Outcomes

The Nursing Associate must meet the 15 standards as set out in the Care Certificate, prior to taking the End Point Assessment. The standards have been mapped to the Programme Intended Learning Outcomes to enable these to be met.

Care Certificate Standards	Programme Intended Learning Outcomes				
	Setting	Knowledge and understanding	Cognitive skills	Personal and enabling	Performance and Practice
Understand their own role	1, 2	1		6	7
Your personal development		1	3	2, 3, 4, 5, 6	7
Duty of Care	1	1, 2,		4, 6	1, 2, 3, 4, 5, 6, 7
Equality and Diversity		1			1
Work in a person-centred way		2	4		1
Communication				1	1, 3, 4
Privacy and Dignity		1, 2			1, 2, 3, 4, 5, 6, 7
Fluids and Nutrition		1, 2			2
Awareness of mental health, dementia and learning disability		3, 4	2		6
Safeguarding adults		3, 4			5, 7
Safeguarding children		3, 4			5, 7
Basic life support					5
Health and safety			4		6
Handling information				7	3, 4
Infection prevention and control			4		2

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																					Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical				
		Setting		Knowledge & Understanding				Cognitive Skills					Personal and Enabling							Performance and Practice								
		1	2	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3			4	5	6	7
Level 4	FDNA407	A	A	A	A	A		A		A				A	A	A										N	C1 – Reflective Essay	
	FDNA408			A	I	A			A	A					A			A								N	E1 - Exam	
	FDNA409	A		A	A	A	A		A	A	A				A			A	A	A	A		A	A		N	P1 – Poster Present/QA	
	FDNA410			A	A	I	A	A	A	A	A		A	A		A			A	A	A	A	A	A	A	N	C1 – Case Study	
	FDNA411			A	A	A	A		A	A	A		A	A	A	A			A	A		A		A		N	C1 – Reflective Essay	
	FDNA412	A	A	A	A	A	A		A	A	A			A	A	A	A	I	A	A	A	A	A	A	A	N	C1 – Portfolio P1 – Practice Assess Document (PAD)	
Level 4 LOs		√	√	√	√	√	√	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√	√			
Level 5	FDNA501					A	A	A			A															N	P1 – Poster Present/QA	
	FDNA508			A	A	A	A	A	A	A		A		A	A				A	A			A	A	A	N	E2 – OSCE Math Test Pharmacology Test	
	FDNA503			A	A	A		A		A	A	A		A		A								A	N	C1 – Critical Reflection		
	FDNA504			A	A	A	A	A		A	A	A		A	A	A		A	A					A	N	C1 – Literature Review		
	FDNA505			A						A	A			A		A		A						A	A	N	C1 – Design Learning Package for Practice	
	FDNA506	A	A	A	A	A			A	A	A		A	A		A			A	A	A	A	A	A	A	N	C1 - Portfolio P1 – Practice Assess Document (PAD)	
Level 5 LOs		√	√	√	√	√		√	√	√	√	√		√	√	√		√	√	√	√		√	√	√			
Confirmed Award LOs		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			

APPENDIX 7 Definitions for Supporting/Supervising/Mentoring/Assessing in Practice

Definitions:

A Supervisor is a registered health care professional (nurse, midwife, Allied Health Professional, registered nursing associate) or other, who works with the student/nursing associate apprentice, enabling their learning and provides feedback and evidence of the learner's attainment and development to their designated assessor.

Supervisors need preparation in order to understand the programme and assessment requirements.

A Practice Assessor is a registered health care professional on the same part of the professional (NMC) register as the student/apprentice they are designated to assess. They are required to complete the learner's assessment process and together with the designated academic assessor, make decisions about the learner's proficiency and progression from one stage of the programme to the next (at the end of each academic year). An assessor is normally designated for each placement experience or the whole year.

Assessors need to undertake preparation for their role to:

- understand the programme and assessment requirements
- be on the employer/university Assessor Register
- maintain their proficiency and CPD through regular assessor updates and revalidation

An Academic Assessor is required to be on the same part of the professional (NMC) register as the learners they are designated to assess. They are required to work collaboratively with the designated Practice Assessor and make decisions regarding proficiency and progression of the apprentice from one stage to the next. The learner will have a different Academic Assessor for each stage of the programme.

A mentor is a registered nurse who has completed specific preparation in assessing students/apprentices and is responsible for ongoing support, supervision and assessment in practice settings. Other registered healthcare professionals who have been suitably prepared may also supervise and contribute to the overall assessment of nursing students/nursing associate apprentices.

A sign-off mentor is a mentor who has met additional criteria and is registered in the same field of nursing practice the student/apprentice intends to practice in e.g. Adult Nursing; Child Health Nursing; Mental Health Nursing. The 'sign-off' mentor makes a final judgement of competence and proficiency during the final placement.