The Health Sciences School Division of

The School of Nursing

And

Midwifery.

Nursing

And

Midwifery.

**Nursing Associate Foundation Degree**

**Nursing Associate Apprenticeship**

**Standard Level 5**

**PROGRAMME HANDBOOK**

**Welcome From the Head of the Division of Nursing & Midwifery**

A very warm welcome to the University of Sheffield, Health Sciences School and the Division of Nursing and Midwifery. For many of you this may be the first opportunity of accessing one of the many programmes offered by the University. Therefore, the principal aim of this handbook is to answer some of the questions you may have about the University, the Health Sciences School and the Division of Nursing and Midwifery, the programme and your role as a Nursing Associate apprentice.

Successful completion of this apprenticeship programme will allow you to practice as a Nursing Associate and seek Registration on the appropriate part of the Nursing and Midwifery Council (NMC) Professional Register. The NMC is the Statutory Body which regulates the education and practice of the nursing, midwifery and health visiting professions.

I do hope you will find the programme stimulating and enjoyable. It has been designed to provide a breadth of experience in nursing practice in a variety of care settings, which is underpinned by appropriate theoretical knowledge.

You will be supported by experienced, committed, professional people throughout your programme. However, you will be responsible for your own learning and are actively encouraged to participate in the decision-making processes of your programme and the Division of Nursing & Midwifery.

We believe that successful completion of the programme will enable you to function as a Nursing Associate in a wide range of health and social care settings. It is a foundation on which you can build many other skills and knowledge appropriate to your future career opportunities.

Dr Elaine Whitton

Head of the Division of Nursing and Midwifery

**CONTACTS**

Please complete this list of contacts for your reference

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| Deputy Apprentice Trainee Representative |  |  |  |
| Clinical Educator |  |  |  |

**Section 1 Welcome from the Programme Team 6**

* The NMC standards 6
* The Apprentice standards 7

**Section 2 Being a Student with the Division of Nursing and Midwifery 7**

* MUSE 8
* MOLE 9

**Section 3 The Apprentice Nursing Associate programme9**

3.1 Background 9

3.2 The Nursing Associate role 10

3.3 The Programme Philosophy 11

3.4 Programme Aims and Learning Outcomes 12

3.5 The Sheffield Graduate 14

3.6 The Structure of the Programme 15

3.7 Practice Learning 17

**Section 4 Learning and Teaching Strategy 18**

 4.1 Interdisciplinary, interagency and inter-professional working and learning20

 4.2 Support Systems at the University 20

 4.3 Support and Supervision in practice Learning 24

**Section 5** **Assessment**  **25**

 5.1 Practice assessment Documentation 26

 5.2 Recording hours 27

 5.3 Absence from the Programme 28

 5.4 Marking 29

 5.5 Feedback from Assessment 30

 5.6 Extenuating Circumstances 31

 5.7 Unfair Means 32

 5.8 Assessment Word Allowance 33

 5.9 Submitting the Written Assessments 33

**Section 6 Issues of Note in practice 34**

 6.1 Uniform Policy/dress Code 34

 6.2 Limitations of Practice 34

 6.3 Confidentiality 35

 6.4 No Smoking Policy 36

 6.5 Health and Safety at work 36

 6.6 Infectious diseases 36

**Section 7 Quality Assurance/Evaluation 36**

**Section 8 Good Health and Character 38**

**Section 9 Classroom Etiquette 38**

**Section 10 Career Advice 39**

**Section 11 End Point Assessment 39**

**Section 12 Registering Your Award with the NMC 40**

**APPENDICES**

|  |  |
| --- | --- |
| Appendix 1 | Limitations of Practice |
| Appendix 2 | Reflection on Practice |
| Appendix 3 | Your Personal Tutor |
| Appendix 4 | Written permission to Audio record Lectures |
| Appendix 5 | Apprentice Code of Conduct |
| Appendix 6 | Learning Style Questionnaire |
| Appendix 7 | Induction Questionnaire  |
| Appendix 8 | Induction checklist  |
| Appendix 9 | Commencing your formal training programme  |

**1: Welcome from the Programme Team**

Welcome to the Health Sciences School, Division of Nursing and Midwifery, and to the Nursing Associate Foundation Degree Programme. We look forward to working with you throughout this programme and hope that this handbook will prove helpful to you during your time with us.

The handbook is intended to be a guide to the essential features of the programme, the regulations and requirements you are expected to adhere to, and the standards we set ourselves in delivering the programme to you. It should be used alongside the University of Sheffield general handbook and the Division of Nursing & Midwifery general handbook at [www.sheffield.ac.uk/snm/current](http://www.sheffield.ac.uk/snm/current) or from the direct link on MOLE (under programme information tab).

As an apprenticeship, this programme is different from other programmes in the Division of Nursing and Midwifery, in that you are employed whilst undertaking this programme.

You will be released from work for at least 20% of the programme for academic study and released for at least 20% of the programme for ‘protected learning time’ in external practice placements. The rest of the time you will be on your ‘base placement’ – which is your work base.

Being a Nursing Associate apprentice also obliges you to comply with the requirements of the national and international bodies that developed this programme framework. Some of the effects of these conditions are that your programme does not follow the conventional academic year and your annual leave will be at different times.

This programme is approved by the University of Sheffield for the award of a foundation degree. In addition, you will need to complete an ‘end point assessment’ in order to complete your apprenticeship.

The course also meets the NMC standards for Nursing Associates and your role once completed, will be regulated by the NMC. With this in mind you are made aware that service users are our first priority and their safety is paramount. It is essential that you therefore read this handbook and any associated policies available to you.

The NMC Standards are set out here

<https://www.nmc.org.uk/standards/standards-for-nursing-assosiates/>

It is also important to understand that this Apprenticeship programme is funded by your employer using their funding levy, and you will be accountable to them for your timely progress and achievement. To comply as an apprenticeship programme this study must be undertaken in the way it is set out in the Government approved Standard.

Apprenticeship standards describe the occupational profile linked to the knowledge, skills and behaviours that bring full competence in a particular occupation. They describe how an apprentice can demonstrate mastery of this occupation by the end of the apprenticeship.

The standard itself is a short, concise document containing a clear occupational profile setting out the responsibilities of the occupation and linked to the knowledge, skills and behaviours which will be applied in the workplace.

The Apprenticeship Standard is set out here <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018/>

This programme handbook is an important reference tool for you; please take some time to read the information and do so at an early stage in the programme. It has been produced in good faith but changes will inevitably take place in the Division and the University and some information we provide now could become out of date during the time you are an apprentice trainee on the programme. We undertake to inform you of any changes as quickly as possible. Please consult your university email account regularly, as well as the notice boards within the Division of Nursing and Midwifery.

Most importantly, we are looking forward to working with you.

Kind regards, The Programme Team

**2: Being a Student with the Health Sciences School, Division of Nursing and Midwifery**

The Division of Nursing and Midwifery is part of the Health Sciences School which is based in the University of Sheffield’s Faculty of Medicine, Dentistry and Health and takes an active part in all Faculty and University activities and developments. Founded in 1905, the University of Sheffield is rightly regarded as one of the country’s leading research and teaching universities, and is consistently one of the most popular universities in terms of applications per place. The University is also well known for its community spirit, and the Union of Students, to which all students automatically belong, enjoys a national reputation for providing some of the best services and activities in any university. The University’s Students’ Charter is an expression of the close working partnership between the University and the Union of Students and of a shared commitment to maintaining and enhancing excellence in the educational experience of trainees at the University.

“Our Commitment” is included in your MOLE site.

The Health Sciences School was formed in September 2019. The Division of Nursing and Midwifery was integrated with the University of Sheffield in 1995. It aims to combine research activities with the delivery of undergraduate, postgraduate and continuing professional development programmes. Our research and research-led education is shaped by local, national and international health and social care policy. We work closely with our partners in health and social care, and design our programmes to meet the needs of the workforce. The Division offers high- quality graduate and postgraduate education, which is flexible and responsive to the needs of competing demands within a rapidly changing environment.

The programme team is based in the Health Sciences School, Division of Nursing and Midwifery in the Faculty of Medicine, Dentistry and Health at the University of Sheffield, which is located at:

Barber House Annexe,

3a Clarkehouse Road,

Sheffield

S10 2LA

In undertaking the Nursing Associate Foundation Degree Programme, you will be engaging with a group of academics who will facilitate your professional growth, development and learning in a most supportive and positively challenging of environments. This breadth of experience offers a stimulating blend of academic and clinical expertise to the programme which we believe will provide you with an enjoyable and inspiring educational experience.

Good communication is a vital part of the School’s and Division’s operational effectiveness and this is especially important in relation to your programme. You will be provided with specific details about the team of academic and clerical support staff who will be supporting you during your time on the programme, and there are a range of communication and information routes open to you.

Once you have registered with the University you will receive a welcome pack from Corporate Information and Communication Service (CICS). This will provide you with a user ID and password to access the University computer system. (The password is notoriously unmemorable, but you can change it!).

All University staff have email addresses which can be found in the University telephone directory on the network. All students are automatically given University of Sheffield email addresses (Google mail) at the start of their programme.

You can access your mailbox through any computer connected to the internet anywhere in the world. As a student of this University, you have free access to this system; and to the World Wide Web, through desktop computers and terminals located in all University libraries and open access IT facilities such as the Information Commons on the main campus, which is open 24 hours a day almost all year round including holidays.

**NB. Academic and administrative staff will communicate with you through your University email account. It is essential that you check your university email regularly as important changes to the programme will only be communicated to you via this system and not to your personal email account.**

It is not essential that you have your own computer at home but you will find it much easier if you have access to a computer in a place that you can study. It is likely that you will want to access information held in the secure areas of the University website and therefore will benefit from internet access.

The University provides a secure system that acts as an internet gateway to all types of information you might want to use. This is accessible from any computer inside or outside the University and is known as MUSE. This provides you with a method of retrieving information of relevant programmes, developing your own file store and signposts you to items specific to your Programme. It has ‘groups’ facility to aid online collaboration.

Benefits for apprentices:

* Backup laptop or on campus computer files to U drive so you can access them from anywhere
* Access library account and online resources such as e-journals
* Access email from anywhere in the world
* Locate free computers on campus that you can use

MOLE is ‘My Online Learning Environment’ – the virtual learning environment used by the University of Sheffield. You may have encountered something similar on previous courses you have undertaken as MOLE is based on Blackboard/WebCT, so if either of these (or other systems like Moodle) is familiar to you, you will understand how it works.

Some distance learning courses are taught in an entirely online fashion using MOLE but for your course we use it to support other elements of your learning. It is used as a repository of teaching materials, a way of bringing important information to your attention, a communications centre for both synchronous discussion groups and synchronous chat rooms and a gateway to additional learning resources.

At the beginning of your course you will be introduced to the way that MOLE works and what it contains.

The Information Commons is a recent exciting addition to the range of services available to our students. It offers the ultimate workspace for students, has over 500 computers, holds 100,000 books and has everything you may need to help with your studies. Key features include: open 24 hours a day, 7 days a week, group study rooms, silent study areas, a 72 seat internet café, self-service book issue and return machines.

Further information can be found on [www.sheffield.ac.uk/infocommons](http://www.sheffield.ac.uk/infocommons)

Any difficulties accessing your email or getting access to the secure areas of the Health Sciences School website from within or outside the University should be brought to the attention of the technicians at CICS who can be reached during office hours on 0114 222 1111 (internally on 21111). Their email address is helpdesk@sheffield.ac.uk

**3: The Nursing Associate Programme**

**3.1 Background**

The Nursing Associate Programme is a new role being introduced into the health and care workforce in England from 2019. It was developed and proposed by HEE England in response to a period of sustained reform of UK health services. This programmes development has involved a number of service partners to ensure that the programme meets local needs and prepares you for work in a range of environments. The NMC (2018) issued standards for the education of Nursing Associates and regulate this programme. This programme meets the NMC standards and allows you to register with the NMC after successful completion of the programme.

Shifting patterns of disease and population demographics bring fundamental changes to the purpose, organisation and resourcing of health and social care. Professional groups engaged in care delivery and management are being asked to accommodate new concepts and ways of working that challenge past perceptions, roles and conventions. Against this backdrop of reform, the future expectations for nursing are being crafted, with nursing being identified as having a significant role in achieving the goal of a flexible, patient centred, cost effective and efficient health service. At the same time the role of the nurse is changing and, it has been noted that this is a potential role that can support them in the delivery of care

The purpose and importance of nursing within this complex and evolving health care system was and still is, clearly described in all key policy documents (DoH 2007, DoH 2008. NMC 2008/2010). All confirm the central role nurses will play in the reform and future management of care services. All emphasise the emergence of nurses as leaders, managers and co-ordinators of care, engaged as members of multi-disciplinary teams, prepared and empowered to lead change and clinical decision making.

**3.2: Nursing Associate Role**

The Nurse Associate is a generic role (not defined by a field of nursing) but within the discipline of nursing. Nursing Associates are intended to bridge a gap between health care assistants, and registered nurses. Alongside this the Nursing Associate has been developed in preparation for the support of the registered nurse as competent in practice and equipped with a range of intellectual and support skills that will help deliver confident and creative care. Nursing Associates will be equipped with the knowledge, skills and behaviours that enable them to support the delivery of nursing care in and across a wide range of health and care settings.

The Nursing Associate programme aims to prepare you for the complex world of health care practice and to be able to tolerate the uncertainty integral to this working environment. In doing so you will develop an understanding of how the NHS and health and social care organisations function and interrelate, how policy and organisational factors impact on and influence the engagement and performance of all those involved and, importantly, you will develop the technical, intellectual and inter-personal skills necessary to support the registered nurse and engage actively and competently in multi-disciplinary, inter-agency, integrated care delivery.

Nursing Associates will work within the sphere of nursing and care; you will work under the leadership and direction of registered nurses. Nursing Associates provide care for people of all ages and from different backgrounds, cultures and belief. The Nursing Associate will provide high quality holistic and person-centred care to individuals and support the registered nurse in providing and monitoring care. HOWEVER, the registered nurse will retain responsibility as primary assessor, planner and evaluator of care.

You will appreciate the importance of the registered nurses’ role in performing a holistic assessment prior to planning care and the need for you, as Nursing Associates, to utilise your own skills in order to identify when an individual needs their plan of care re-visiting, be this due to improvement, deviation or deterioration of needs

The Nursing Associate will be a key member of health and care teams in enabling and improving the delivery of safe, reliable care across a range of health and care services and settings. You will extend the capacity and capability of the nursing workforce allowing registered nurses to focus on more specialist care and advanced practice.

Nursing Associates will be occupation specific and whilst working under the leadership and direction of registered nurses, you will have a degree of autonomy and will exercise professional judgement to ensure that you are working always within the parameters of your practice.

Service delivery now requires organisations and individuals to work together across care pathways and within new local models and frameworks of integrated care that are no longer linear and set by organisational boundaries. Access to care, and care itself, will be more tailored to the needs of local health populations. Nursing Associates will have the breadth of knowledge and a flexible, portable skillset to serve local health populations in a range of settings.

Working individually and with others, Nursing Associates will work to reduce unwarranted variation in health and care as a means of ensuring the delivery of the right care in the right place at the right time.

Throughout your programme you will come into contact with and work alongside highly skilled, experienced and respected practitioners and academics, some of whom receive national and international attention for their contribution to nursing and medicine. You are embarking on an exciting, innovative and challenging programme which will inspire you for your future role. We are very much looking forward to working alongside you.

**3.3: Programme Philosophy**

This programme is based upon the central tenants of the Nursing and Midwifery Code which was updated in 2018 to include Nursing Associates (2015) <https://www.nmc.org.uk/standards/code/>

Students have been selected based on core personal values and with the desire to be the best they can be and with the resilience required to be a safe and effective professional.

Throughout this programme we will provide an innovative learning culture which is ethical, open and honest that respects the values of equality and diversity. We will facilitate your learning in a safe supportive and empowering environment. You will join a vibrant and welcoming community which will facilitate inter-professional learning and team working. You will be constructively challenged and coached for success by expert patients, peers, clinicians and academics.

Central to your achievement on the programme is a pro-active, reflective and positive approach to lifelong learning to enable you to develop knowledge, skills and attitudes to become a health care professional.

You will join us with the desire to be the best that you can be and have the resilience required to be a safe and effective practitioner.

Students on the programme are encouraged and supported in working towards professional practice that upholds these aspirations.

**3.4: Programme Aims and Learning Outcomes**

**Aims**

1. To enable the Nursing Apprentice to become compassionate, competent and confident nursing associates at academic level 5 qualified to deliver a wide range of clinical, care and inter-personal skills underpinned by a systematic knowledge base.
2. Nursing Apprentice will be able to practice safely and effectively within their parameters of practice, demonstrating appropriate values and behaviours in a wide range of health and care settings.
3. To enable the Nursing Apprentice to achieve all the requirements as stated in the NMC’s 2019 Standards for Pre-Registration Nursing Associate.

**Learning Outcomes**

To be able to practice safely and effectively within parameters of practice, demonstrating appropriate values and behaviours in a wide range of health and care settings; reflecting the NMC standards.

To achieve all of the NMC Nursing Associate standards of proficiencies: these proficiencies represent the knowledge and skills that a Nursing Associate will need to meet in order for the NMC to consider them as capable of safe and effective Nursing Associate practice. These standards have been designed to apply across all health and care settings.

|  |
| --- |
| K1: Understand relevant ethical and legal frameworks |
| K2: Understand the impact of professional, political and national/local health service policies/standards/guidance on practice and care delivery |
| K3: Understand the application of theory and evidence-based practice that informs person-centred care and management of patients across all stages of life and within a range of care settings |
| K4: Understand the Nursing Associate contribution to team working. |
| K5: Application of problem solving techniques in theory and practice |
| K6: Understanding of safe and quality care in a range of settings |
| K7: Understanding of being an accountable professional, the principles underpinning duty of care, equality and diversity and the need for candour and will consistently demonstrate the application of those principles in and across a range of settings across the life-course. |
|  K8: Understanding of the best available evidence when providing and monitoring care |
| K9: Across a range of audiences, demonstrate understanding of teaching and learning within the Nursing Associate role; and the importance of being a positive role model.K10: Understanding of promoting health and preventing ill health, health protection and public health in improving and maintaining the mental, physical, behavioural health and well-being of people, families, carers and communities.

|  |
| --- |
| Skills and other attributes: |
| S1 | Ability to locate, review and reflect upon relevant literature and policy and its impact upon practice and develop coherent evidence based arguments. |
| S2S3S4S5 | Demonstrate proficiency in communication and relationship management skills across all patient groups, and when working in teams in the practice and classroom settings Demonstrate the nursing associate role in providing and monitoring nursing care to individuals and groups, providing compassionate and safe nursing interventions.Have the ability to manage one’s self in the context of continual change and challenging environments.Possess the professional values, attitudes, resilience and emotional intelligence expected of a nursing associate and adapt behaviour appropriately when working with people. |
| S6 | Demonstrate initiative when contributing to integrated care whilst assuming responsibility and being accountable for safe professional practice  |
|  |  |
| S7 | Apply relevant knowledge to improve and maintain the mental, physical and behavioural health and wellbeing of people, families, communities and populations within a local, national and global context. |
| S8 | Demonstrate the safe and effective standard required for undertaking nursing procedures undertaken by the nurse associate whilst delivering holistic care  |
| S9 | Demonstrate development of and skills for lifelong learning |
|   |   |
| S10 | Demonstrate the ability to work in partnership with people to optimise health and wellbeing |
| S11 | Possess the skills and knowledge to improve safety and quality of care.  |

 |

**3.5: The Sheffield Graduate**

Through studies at Sheffield, all graduates will have had the opportunity to develop the Sheffield graduate attributes: Please see:

<http://www.sheffield.ac.uk/sheffieldgraduate/studentattributes>

The following table maps these against the outcomes of this programme:

|  |  |
| --- | --- |
| **Graduate Attribute** |  **Programme LO** |
| Knowledgeable in their subject area |  K1, K2, K3,K7, K8, S1, S7, S8, S9, S11 |
| Equipped to work collaboratively and confidently both outside and across disciplines | K2, K3, K6, K7, K9, K10, S2, S7, S8, S10 |
| Confident in applying their knowledge and skills to authentic challenges | K2, K3, K4, K6, K7, K9, K10, S1, S2, S3, S4, S5, S6, S7, S10, S11 |
| Able to exhibit ethical behaviour | K1, K7, S5 |
| Experienced in the processes and methods of research | K3, K5, K8, S1, S7, S9 |
| A critical, analytical thinker | K3, K5, K8, S1, S7, S9 |
| Creative and innovative, and able to understand and manage risk | K6, K8, K10, S3, S4, S5, S7, S8, S11 |
| Equipped with appropriate information and digital literacy skills | K3, K8, S1, S9 |
| Confident in considering issues within local, national and international contexts, equipped to work in diverse cultural settings | K1, K3, K7, K9, K10, S2, S3, S5, S7, S8, S10 |
| Aware and respectful of a range of perspectives and considerate of diversity | K1, K3, K7, K9, K10, S2, S3, S5, S7, S8, S10 |
| Experienced at working in partnership with others, including communities and external partners | K1, K3, K7, K9, K10, S2, S3, S5, S7, S8, S10 |
| Able to translate and adapt knowledge, and apply lateral thinking in problem solving | K5, S7 |
| A lifelong learner who understands the importance of continual development | S9 |
| An excellent team worker, and able to manage their time efficiently | K4, S2, S10 |
| A skilled communicator, comfortable with different styles and audiences | K9, K10, S2, S5, S7, S10 |
| Reflective, self-aware and able to take ownership of their own learning | K7, S4, S5, S6, S9, S10 |
| Professional and adaptable, resilient and flexible in their approach. | K7, S4, S5, S6, S9, S10 |

In addition, there are also attributes that are expected from students in the Faculty of Medicine,

Dentistry and Health.

<http://www.sheffield.ac.uk/faculty/medicine-dentistry-health/learning-teaching/mdhgraduate>

|  |  |
| --- | --- |
| **FMDH Graduate Attribute** | **Programme LO** |
| Be adaptable and responsive, with the ability to tolerate uncertainty in a constantly changing environment. For this, a broad understanding of concepts of health, illness, public health and global healthcare is essential. | K3,4,5 S1,2,3,4,5,6,7 |
| Show personal responsibility and accountability in care delivery, demonstrating good character and excellent interpersonal sensitivities. | K1,2,3 S1,2,3,4,5,6,7 |
| Be able to sustain the ongoing development of their professional knowledge and skills. | K3,4,5 S1,2,3,4,5,6,7 |
| Be able to work collaboratively, often as part of an inter-professional team, to enhance and improve patient outcomes and healthcare delivery. | K2,3,4,5 S1,2,3,4,5,6,7, |
| Have the skills to develop, evaluate and use evidence effectively in clinical practice, care delivery and/or management. | K3,4,5 S1,2,3,4,5,6,7 |

The regulations that set out the structure of your programme govern both the units that you can undertake, the order in which they are taken and the time frame in which they can/must be undertaken. The Regulations for programmes in the Division of Nursing and Midwifery can be found at: <http://www.sheffield.ac.uk/calendar/regs>. These should be read in conjunction with the general regulations at: <http://www.sheffield.ac.uk/calendar>.

The specifications for the programmes delivered by the Division of Nursing and Midwifery contain information on the aims and learning outcomes along with the teaching and assessment methods. These can be found at: <http://www.shef.ac.uk/calendar/progspec/nur>

**3.6: Structure of Programme**

The Nursing Associate Programme is a foundation degree which is delivered over 2 years. Once you have successfully completed the degree you will be able to progress towards the ‘End Point Assessment’. Successful completion of this end point assessment means that you have passed your apprenticeship. Please see section 11 in this handbook for further details of the end point assessment.

It comprises four practice-centred units of learning, each 6 months long. Each year is called a ‘part’. This means that each ‘part’ must be completed in full before progression.

The programme has annual leave in each of the two years which is arranged by your employer.

Some leave is prescribed in the plan of training and some is negotiable – this must be requested as per your employer’s policy and should not clash with assessments as this may result in the recording of a fail. You should also be careful not to take long periods of annual leave as this could affect clinical assessment and progress – this should be discussed with your employer. See training plan on MOLE for more detail.

**Part One:** This is year one and is made up of two units of learning.

Unit 1: This introduces you to the art, science and professional values of health and social care and provides the foundation upon which subsequent units build. It enables you to acquire a holistic core knowledge and skills base in the theory and practice of health.

Unit 2: This continues to support you to develop the art and science of nursing whilst examining knowledge, skills and values required of the Nursing Associate to safely provide care to people with acute and short term care needs.

**Part Two:** This is year two and also made up of two units of learning

Unit 3: This is designed to expand your knowledge and skills in understanding the health needs and experience of people living with long-term and complex conditions and the impact this may have on the individual, family/significant others.

Unit 4: This is designed to enable you to transition to Nursing Associate practice and meet the standards and proficiencies for this foundation degree programme. Upon completion of the foundation degree programme, you will be permitted to register onto the NMC professional register for Nursing Associates

Unit 4 also prepares you towards your final ‘end point assessment’ which will be undertaken in clinical practice following successful completion of the foundation degree. The ‘end point assessment’ will examine your transition into knowledgeable, skilled and safe practitioners and success will mean you have successfully passed your apprenticeship.

You will not be allowed to proceed to Part 2 of the programme until you have successfully completed all the required components in Part 1 and your results have been ratified by the Board of Examiners.

The structure of the programme will enable you to understand the broad continuum of health and normality; disordered physiology and the concept of ill-health; the notion of care within the therapeutic relationship; and the need to restore. You will consider people from birth to old age within a range of health care settings. You will be offered many opportunities to examine the role and contribution of the Nursing Associate within multi-disciplinary, multi-agency working and your practice experiences will offer meaningful links between the theory and practice of nursing.

Study days are part of your NMC required ‘protected time’ and agreed with your employers. These are 675 hours over the 2 years and are either in study days or study blocks. You will meet other students from your cohort and learn together as a group. The group will have different employers and work in a range of health and social care environments so you will have the benefit of hearing about their experiences and learning.

**Units of Learning:**

|  |  |
| --- | --- |
|  | **PART 1** |
| **Unit 1**  | Foundations in Health for Nursing Associates (Apprenticeship Route) | 60 credits level 4 |
| **Unit 2**  | Developing Nursing Associate Practice: Caring for People with acute and short-term Care Needs (Apprenticeship Route) | 60 credits level 4 |
|  | **PART 2** |  |
| **Unit 3**  | Developing Nursing Associate Practice: Caring for People with Long-Term and Complex Needs (Apprenticeship Route) | 60 credits level 5 |
| **Unit 4**  | Transition to Nursing Associate Practice (Apprenticeship Route) | 60 credits level 5 |

Details of all units can be found in the separate unit guides on MOLE.

**3.7: Practice Learning**

As an apprentice Nursing Associate much of your practice learning will take place in your base placement, where you are employed. You will also be allocated alternative practice placements. The NMC call these external placements. You will have at least 675 hours of learning experiences within external placements over the 2 year programme.

"An external placement is a placement a trainee undertakes outside their primary employed role. As an example this could include a trainee employed in an acute hospital and undertaking an external placement in the maternity ward of the same hospital or a placement outside the hospital, for example in general practice" ( NMC 2018).

Alternative placements provide a wide range of practice learning opportunities that allow you to develop and meet the Standards of Proficiency for Nursing Associates to deliver safe and effective care, to a diverse range of people across the lifespan and in a variety of settings. The NMC (2018) recognise that Nursing Associates must be able to care for people in their own home, in the community or hospital or in any care setting where their needs are supported and managed.

Therefore several alternative placements will be organised, in different contexts, so you can demonstrate breadth of experience in all the fields of nursing and sometimes in maternity care and across the life-span’ and therefore meet the requirements of your future role. Whilst on these placements you will be considered to be supernumerary – this means that you have student status and are not counted in staff numbers/rotas.

Alternative clinical practice learning experiences are vital opportunities to gain privileged access to nursing care and work situations involving clients, relatives, significant others and a multitude of professional and non- professional workers. Such access is afforded under agreement with other organisations and on the understanding that the rights of the individuals and organisations concerned will be fully respected by apprentices.

Depending on the agreements by your employer, you may be allocated alternative placements 1 day per week for approximately 8 weeks before moving onto another alternative placement 1 day per week for 8 weeks. Sometimes these are organised into 2 week ‘blocks’ where you spend the rest of your time back in base placement. So you experience 12 different clinical areas over the 2 years.

When you are preparing for an alternative placement you should consider the list below:

* Achieving proficiencies you can’t achieve on your base placement
* Exploring new and different emphases in working holistically with individuals in settings that are different from those experienced in the apprentice Nursing Associate’s primary placement;
* Gaining a greater appreciation of unfamiliar roles and services;
* Gaining an improved understanding of more strategic and wider considerations in health and care;
* Gaining insight into pre-life to end-of-life care.
* Understanding of nursing in and across different settings and the perspectives and pathways of individuals and their families
* Experience 24 hour care.

During the programme, you will initially spend your time observing and shadowing experienced practitioners and then taking shared responsibility for the care of people who are in need of health care under the supervision of a Practice Supervisor. Practice experience will be gained in a wide variety of clinical settings in hospitals and the community.

You are not allowed to change your base or alternative practice learning experience areas. If you are allocated to an area that you think is inappropriate you must discuss this with your clinical educator as soon as you become aware. You must declare to the Nurse in Charge if you have a family member or friendship relationship with any person receiving care in the placement area in which you are working. If you have any doubts please consult the Nurse in Charge and/or your Clinical Educator. This action is necessary in order to protect patient/client consent and confidentiality.

The learning environment in all placements should provide you with, and facilitate, learning activities designed to achieve your proficiencies.

Most important: When you are on any placement think about seeking opportunities for you to follow an entire care pathway.

**4: Learning and Teaching Strategy**

You will be encouraged and expected to take responsibility for your own learning within a teacher/student partnership. This includes your employer who is key to providing learning opportunities in the health care setting; it is your responsibility to demonstrate development during this time.

The School has a student-centred approach to teaching and learning. Our belief in the need for you to be independent is central. The teacher acts as a **facilitator of learning** rather than an instructor. A creative and flexible approach to learning, recognising and promoting activities that support the overall aim of the programme in developing a compassionate, competent and confident Nursing Associate and a motivated, autonomous, life-long learner, is encouraged.

A blended learning approach, designed to encourage apprentice Nursing Associates to behave in ways most likely to achieve the necessary outcomes, is used with teaching, learning and assessment activities aligned to the learning outcomes.

The principal aim of the apprentice Nursing Associate programme’s learning and teaching strategy is to harness the knowledge and expertise that you bring to the programme in ways that empower you to accept and exercise responsibility and accountability for independent learning. With this in mind the approach to learning/teaching and assessment for your programme in blended learning The use of this approach in the programme means that materials can be presented in multiple formats for access in a different varieties of ways – thus enabling learning to take place both on, and off, campus. In placing you at the centre of the learning process there is a strong emphasis on co-operative learning. A variety of approaches encourages deep, as opposed to surface learning that takes into account your needs and assists you to manage unfamiliar situations, make reasoned decisions, adapt, participate in change and subsequently manage your own lifelong learning. In many ways the approach mirrors the complex world of health care practice and in doing so, offers a realistic, albeit challenging, preparation for practice.

Complementing this approach there are a range of learning strategies incorporated within your programme, some examples of which are indicated below:

Technology assisted learning is used for health numeracy which allows for refresh, revision and practice assessments in preparation for summative assessments using the same platform.

Each programme is supported by the School’s online learning platform to access learning materials; patient scenario videos, quizzes, video conferencing, on-line community discussion. A summative assessment for U1 involves self-recording and uploading evidence of communication skills. All assessments involve digital submission and access to feedback.

On line learning resources where you will be expected to engage in a range of online

activities and discussions.

Simulation-based learning is used within the programme to support clinical skills training within the clinical skills suite. We have a range of low and hi-fidelity manikins from body parts to interactive speaking manikins that offer you an array of simulation-based learning opportunities. Students’ progress through their course starting with low fidelity body part manikins to learn essential skills, up to the fully simulated ward experience with both patients as educators and actors, which enables you to demonstrate not only the clinical skills but organisational skills, managing difficult patients, prioritisation, and communication. Following simulation structured debriefing is undertaken.

 Guided study to provide a structured opportunity for shared learning

Experiential learning situations to develop and explore interpersonal skills whilst offering a safe environment within which to develop your therapeutic, technical skills, organisation and management skills.

Reflection on experiences and learning opportunities is a key learning strategy in order to develop a personal theory base for your professional practice.

Practical sessions, simulation suite, taught, whole and small group discussion, tutorials, presentations.

**4.1: Inter-disciplinary, Inter-agency and Inter-professional Work and Learning**

One of the exciting features of your programme is the wide range of opportunities for interdisciplinary, inter-agency and inter-professional working and learning. The context of practice is complex and with the blurring of many professional boundaries, it is also challenging. The role of the Nurse Associate is multi-faceted and this programme is set out to enable you to gain understanding, skill and confidence to work within the many different care contexts and identify where the role of the Nursing Associate fits within different teams. Importantly, the programme is about skilled, compassionate, professional caregiving, and you will be required to actively engage and develop your care giving skills as the programme unfolds.

Your programme will provide you with many opportunities to work with and alongside many health and social care professionals and practitioners as you grapple with the complexities of the Nursing Associates role. An important inclusion within this programme is the opportunity to work with students within the faculty/wider university and engage in joint academic and practice learning. These will be structured, planned events undertaken in the first and second year of your programme.

These planned opportunities will help you establish an understanding of the key relationships that are essential for effective inter-professional working practice and importantly the contribution each makes to the patient’s health experience.

**4.2: Support Systems at University**

The apprentice Nursing Associate programme provides you with challenging and stimulating opportunities both in theory and practice. Successful completion requires you to manage all learning opportunities effectively. If difficulties arise, assistance is always available from members of the academic staff.

The programme is demanding both mentally and physically. For these and other reasons it is wise to take action to ensure that you remain fit and healthy. Moreover, the programme itself contains consistent emphasis on the positive promotion of good health, and increasingly nurses, midwives and other health professionals are expected to be suitable role models for patients, clients and others.

Please ensure that you are registered with a GP. The University does operate a student Health Service. The aims of these services include:

* To protect personnel from the adverse effects on health of work and study related activity
* To promote positive health attitudes and lifestyle
* To encourage preservation of health and well-being in social, work and study contexts.

The work of these services includes health screening, health assessment after illness or injury, vaccination programmes. They also offer counselling services and advice on safe working practice, the work and study environment, occupational hygiene and accident prevention.

A large and growing number of accessible fitness, sport and recreation services are offered by the University and various NHS units. These include swimming, aerobics, weight-training and most regular sports. You will be offered opportunities to join the various sports clubs at the University.

If you have a disability, medical condition, or specific learning difficulty that may impact on your studies you should inform your Personal Tutor as soon as possible, who will explain more about the University Policy on support for special needs and the University Counselling Service.

It is important that you give attention to this **at the start** of the programme or as soon as possible if such needs arise after starting. If at any time, your Personal Tutor advises you to seek professional help regarding your learning it is expected that you will respond appropriately to their advice.

If you require alternative exam arrangements, please make sure that you contact the DDSS at the earliest opportunity.

OR

The Division of Nursing and Midwifery's Disability Liaison Officer

**For more information on support for students with disability, dyslexia, pregnancy and health issues please read the Professional Standards Handbook (sections 9 & 10)**

The Programme Leader, the teaching team and clinical staff will all be supporting you as you progress through the programme.

The **Programme Lead** is responsible for the organisation and delivery of the programme. Any matters relating to these areas should be discussed with this individual.

The **Personal Tutor** has a particular responsibility to provide individual pastoral support to a number of designated trainees (see University Trainee Charter at [http://www.shef.ac.uk/ssid/ourcommitment).](http://www.shef.ac.uk/ssid/ourcommitment%29) The Personal Tutor will work with you to identify your learning needs, guide you through the programme, monitor your progress and maintain relevant records (please refer to the Personal Tutor Standard – Appendix 3).

Please see <http://www.sheffield.ac.uk/lets/pp/support/tutorsIf>

The **Programme Co-ordinator** is located in the Division of Nursing and Midwifery at Barber House. The office is open 0900-1700, Monday to Friday. The programme support for the Nursing Associate Programme is Deborah Reid snm-admin@sheffield.ac.uk, 0114 2222037

If you feel you are struggling with any aspect of the programme you are advised to discuss this with your Personal Tutor as soon as you recognise you are having difficulties. There are many avenues of support and resources available to you. For example, the Academic Skills Hub (TASH), 301 study skills, maths and statistical help (MASH), library, Student’s Union, UoS Students Support Services offer interactive online and face to face resources which will enable you to identify ways in which you can enhance your academic/maths skills, identify your needs and which will direct you to resources to facilitate your development needs.

MOLE has study skills links that will assist you to navigate the support available to you; they are also available via the University home page http://www.sheffield.ac.uk/ssid

The number of the Student Services Information Desk is 0114 222 1299, email ssid@sheffield.ac.uk , and their homepage is located on <http://www.shef.ac.uk/ssid/> or can be accessed at present from the University Home Page ([http://www.shef.ac.uk](http://www.shef.ac.uk/)) by clicking on "Current Students".

Student counselling services are available and details of this can be found at: [www.sheffield.ac.uk/counselling/students](http://www.sheffield.ac.uk/counselling/students)

**Things Not Going Right?**

If things aren’t going right for you may find the necessary support services at <http://www.shef.ac.uk/ssid/sos>. You are also encouraged to speak with your personal tutor or the Programme Leader at the earliest opportunity.

**Students Union**

When you become a Sheffield student you automatically become a member of what is generally held to be the best Union of Students in the UK. The Union is at the heart of the campus. Its shops, cafés and bars, are open seven days a week, from breakfast into the night.

There are over 300 student-run clubs and societies (including the Nursing and Health Society), taking in the recreational, academic, religious, and political. The range of events is extensive and in addition, the Give it a Go scheme - offering students the chance to try out new activities without making a major commitment - has proved very popular. The Student Volunteering programme has also been praised as a showcase project at the National Student Volunteering Awards.

The Union provides support for students through facilities like the Student Advice Centre, (0114) 222 8660, a professional service providing specialist advice on issues like housing, academic problems, finances and immigration.

Students also have access to the confidential Counselling Service provided by Sheffield University. The service is based at 36 Wilkinson Street, Sheffield S10 2GB, Tel: (0114) 222 4134, Fax: (0114) 222 4190.

Links to these services are given on your MOLE site.

**Peer Support**

It is expected that apprentice Nursing Associates will frequently work and learn together. Not only will transferable team-building and leadership skills be developed in this way but also you can give one another support. This peer support is invaluable. The informal sharing of feelings, information and ideas can be especially helpful when you are facing the inevitable (but hopefully rare) major challenges thrown up by working with people in stressful situations.

In addition, you will meet other apprentices who have progressed further in the Nursing Associate programme who will be able to answer some of your questions and support you.

**Student Reps**

Every group of Nursing Associate students are invited to elect one or two of their peers to act as their representatives on a range of issues related to the programme. Group representatives get together to discuss matters of common interest, share information, assist each other and meet with other people involved with the programme to ensure that yours and your peer’s perspective and view are considered. Student representatives sit on a range of key committees and provide valuable input to the development, progress and evaluation of the programme. Your participation is actively encouraged and your co-operation in making it work will be both welcomed and valued.

The key committees with apprentice Nursing Associate representation are:

* The Steering group
* The implementation group
* The Curriculum and Placement group

The Health Sciences School participates in the Student Ambassadors for Learning & Teaching (SALT) scheme – a network of students working on Learning & Teaching projects. The Ambassadors influence, improve and develop how students learn and how they are taught at a departmental, faculty and University level.

**Library Sources of Help & Guidance**

You’ll find all the information you need to get started in the library at <http://www.sheffield.ac.uk/library/services/new>

For subject-specific guidance contact your liaison librarian;

Anthea Tucker - Liaison Librarian for Medicine, Dentistry & Health, email a.l.tucker@sheffield.ac.uk Tel: 0114 222 7318

Or for general enquiries contact the Library helpdesk; Email: library@sheffield.ac.uk

Tel: 0114 2227200

**Council Tax**

If you require a council tax certificate, please contact the Student Services Information Desk. You can request a council tax certificate on-line using the University Web pages. The address is: [www.shef.ac.uk/ssid/forms/](http://www.shef.ac.uk/ssid/forms/)

The completed forms will be available for collection from the Student Services Information Desk, Firth Court, Sheffield one week after the date of application, upon presentation of a valid Ucard.

**4.3: Support and Supervision in Practice Learning**

Before starting clinical practice there are certain mandatory training sessions that must be completed in order to protect both yourself and the public. All mandatory sessions are to be provided by your employer. It is your responsibility to demonstrate to placement areas that you are up to date with these.

There are a number of staff who will support you with your practice learning:

**Practice Supervisor**

These are registered nurses, Nursing Associates or other registered health/social care professional who have undertaken preparation for the role. Nursing Associates, as registered practitioners, can be Practice Supervisors (PS) for apprentice Nursing Associates and student nurses after preparation for the role. Registered Nursing Associates, after experience as a PS and further preparation, can be Practice Assessors for apprentice Nursing Associates but NOT student nurses.

In many areas you will be supported by a number of Practice Supervisors. Most areas will adopt a team based approach for student supervision. You will know who your ‘Go To’ person is whilst you are on placement/clinical practice and this person may be different to your allocated Practice Supervisor.

Practice Supervisors have an important role in supporting and guiding you through your placement learning experience and give feedback to you in order to ensure safe and effective learning. Practice supervisors also contribute to your practice assessment through the recording of feedback on your progress towards, and achievement of proficiencies; which will be reviewed by the Practice Assessor.

More information about this role is in the **Practice Assessment Document** and the **Guide to using the Nursing Associate Practice Assessment Document**. More information on formative and summative feedback is given in the ‘School feedback strategy’ on MOLE.

**Practice Assessor**

These are a registered nurse or registered Nursing Associate who has undertaken preparation for the role.

All trainees on an NMC approved programme are assigned to a Practice Assessor who are responsible for assessing and confirming your achievement of the proficiencies. The Practice Assessor will review your Practice Assessment Document; observe you in practice and use your evidence provided within the Practice Assessment document to complete the mid- point interview/assessment and final interview/assessment. If students are not meeting the required standard at any point this is highlighted as a development need and an action plan will be instigated to address specific needs within a specific timeframe. In the event of an action plan being required the Practice Assessor will seek guidance from the Academic Assessor and senior practice representative.

More information about this role is in the **Practice Assessment Document** and **Guide to using the Nursing Associate Practice Assessment Document.** More information on formative and summative feedback is given in the ‘School feedback strategy’ on MOLE.

**Academic Assessor**

These are registered nurses who work for the University who have been suitably prepared for the role.

Academic assessors are members of the Division of Nursing & Midwifery team who are allocated to you for each ‘part’ of the programme. The name and contact details of your Academic Assessor will be given at the start of each ‘part’ of the Programme. The Academic Assessor will work in partnership with the Practice Assessor and recommend you for progression for each ‘part’ of the programme .The Academic Assessor will participate in scheduled communication and collaboration with the Practice Assessor. If you require an action plan, a face to face meeting with the Practice Assessor, Academic Assessor and yourself will take place.

More information about this role is in the **Practice Assessment Document** and **Guide to using the Nursing Associate Practice Assessment Document.** More information on formative and summative feedback is given in the ‘School feedback strategy’ on MOLE.

**Supervision in Alternative Placement Areas**

You will mainly be supported and supervised by Practice Supervisors in your alternative placements. Occasionally there will be alternative placement areas where there are no health or social care registrants. A range of staff may support your learning and development, although cannot contribute formally to your clinical assessments. Please encourage them to provide feedback that you can include in the Practice Assessment Document as evidence. Your Practice Supervisors on your primary placement will provide long arm supervision in these situations

**Clinical Educator**

This is the named person from the Division of Nursing & Midwifery who provides support to Practice Supervisors and Students in the practice setting. They visit you in practice occasionally and also when asked to do so. You can also contact them by email and telephone.

**Note**

For more information please read the Placement Handbook, Nursing Associate Placement Assessment Document (NAPAD) and Guide to NAPAD.

**5: Assessment**

Your academic and practical performance and progress will be continuously monitored and assessed throughout the programme by a variety of methods that are designed to test your attainment of specified learning outcomes in clinical practice and in your academic work. The Programme Leader and Unit Lead will provide you with detailed written guidance on assessments and details will be on MOLE.

Dates for submission will be in Unit Handbooks and on your MOLE site.

Below are the assessments for each unit. Please refer to the unit handbook, Assessment Strategy and MOLE site for academic assessment details.

Further details of your practice assessment are available on your guide to using the Practice Assessment Document.

|  |  |
| --- | --- |
|  |  **Assessments (with assessment weightings)** |
| **UNIT1** | Practice Assessment Document: Pass/FailFormative health numeracy testAnatomy and Physiology exam:30%Practical Communication assessment ,Including a supportive SUMMATIVE 1000 word summary: 50%1000 word reflection on alternative field of nursing: 20% |
| **UNIT 2** | Practice Assessment Document: Pass/FailFormative Health numeracy testAnatomy and Physiology exam 40%OSCE: 20%1000 word pharmacology essay: 20%1000 word reflection on alternative field of nursing: 20% |
| **UNIT 3** | Practice Assessment Document: Pass/FailDevelop & present an educational resource: 40%1000 word summary to support presentation: 20%Health numeracy exam 80% pass grade: 20%1000 reflection on alternative field of nursing: 20% |
| **UNIT 4** | Practice Assessment Document: Pass/FailDevelop and present risk assessment poster: 40%1000 word summary to support poster: 20%Health numeracy exam 100% pass grade: 20%1000 reflection on alternative field of nursing: 20% |

**5.1: Practice Assessment Document**

In order to be successful in achieving your practice assessments you need to evidence your achievements within the Practice Assessment Document (NAPAD). A range of evidence can be collected in order to evidence your learning and proficiency. It is the student’s responsibility to gather sufficient evidence for the Practice Assessor and Academic Assessor to make their decision on progress and success.

Examples include:

* Feedback from patients/service users/carers
* Record of working with and learning from others/inter-professional working
* Record of communication /additional feedback
* Testimonies from staff, patients/clients/carers can be written directly into the PAD or photographed and scanned and uploaded
* Reflections on your experiences, learning and progression

All apprentices are required, as part of their clinical practice assessment, to record some evidence of exposure to clinical experiences in alternative fields of nursing: Mental Health, Child, Adult, Learning Disabilities and in Maternity experiences. You should ensure there are reflections relating to these areas in your PAD. Experiences in practice will also support your academic assessment related to fields of nursing.

Further guidance can be found in the ‘Guide to using the Nursing Associate PAD’.

The programme acknowledges and respects the clinical skills you may already have developed in your previous role. However, these skills now have to be undertaken with an ability to apply the knowledge acquired in learning activities to clinical situations.

**This Programme Hours**

The programme is a 2-year apprenticeship based on 80% clinical practice and 20% academic theory. Typical working hours are: 45 weeks per year, full-time working based on 37.5 hours per week = **1687.5** hours per annum = **3375** hours over 2 years.

**Protected Time**

You will be completing this foundation degree whilst employed as an apprentice. There are formal agreements in place between the Division of Nursing and your employer to ensure your release for study days; for agreed learning experiences at work; and for your release to alternative clinical experiences.

Part of the hours you spend over the 2 years are considered Protected Learning Time.

The NMC states that at least **2300** programme hours must be ‘protected for learning’ whether in an academic, health or care setting. For this programme the 3375 programme hours are divided into:

20% of Programme Hours must be protected for academic study.

**675** per programme will be protected theory hours; 337.5 hours per year and equivalent to 7.5 hours (1 day) per week of the programme; 90 days for the programme; 22.5 days per unit. These days may be allocated in study blocks or days per week.

20% of Programme Hours must be protected learning within external placements.

**675** per programme will be on an alternative placement; 337.5 hours per year and equivalent to 7.5 hours (1 day) per week of the programme; 90 days for the programme; 22.5 days per unit. Assured protected learning time in external practice placements, enables you to develop the breadth of experience across the care continuum, required for a generic Nursing Associate role. These days may be allocated in study blocks or days per week.

Total = **1350** over the programme protected time from study days and external placements.

**The remaining ‘Protected Learning Time’ takes place in base placement.**

2300 hours NMC standard for total programme protected time minus 20% time academic study and 20% time external placement.

2300 - 1350 = **950 hours per programme**; equivalent to 127 days per programme; 475 per year; 237.5 per unit; 32 days per unit is protected time whilst in base placement.

Whilst in your base placement, your employer will ensure dedicated learning experiences which will be supervised by your Practice Supervisor, for example if you work on a surgical ward you may spend a day in theatres or pre-assessment clinic. There may be specific training such as workshops by specialist nurses.

**Unprotected time in base placement**

The remaining hours in the primary (base) placement is not protected time for learning

3375 programme hours – 2300 hours protected time (study days; external placements; base placement) = **1075 hours unprotected time.**

If you do not achieve these hours this will affect your ability to progress/complete the programme as well as your ability to seek registration with the NMC.

**5.2 Recording Hours**

An accurate record of practice hours must be kept in your PAD on an ongoing basis and signed and dated by an appropriate member of clinical staff. These are checked and confirmed at the end of each unit. Please note that there must be evidenced that you have experienced 24 hour care within this programme.

You must sign the class register when attending your academic base for study days. This is your responsibility and failure to sign when no sickness report has been received will mean you are recorded as absent and your study hours will not be recorded for that day. This could affect the total number of hours required for successful completion for each Unit and therefore your progression on the programme. Random auditing of registers will take place. Any apprentice found to have fraudulently claimed attendance will be subject to disciplinary action.

The Health Sciences School, Division of Nursing & Midwifery is required to report attendance and progress to a number of organisations including: HEE, your employer, Employment and Skills Funding Agency (ESFA). We also confirm the number of hours you have completed to the NMC at the end of the programme. At the end of the programme the number of theory and practice hours you have accrued will be given to you in writing.

All absences may be considered by future employers (this includes time which has been made up, as it is not possible to delete any absences from an apprentice’s record).

**5.3: Absence from the Programme.**

If you are unable to attend work/placement/lectures because of sickness you should ring and inform ***both*** your clinical base AND the Division of Nursing & Midwifery Programme Coordinator as soon as possible. **When you ring, please clearly state your name and cohort.**

When your period of sickness ends you should also inform the Programme Coordinator and your clinical base**.**

You are required to complete the appropriate documentation.

* For sickness up to and including 7 days a Special Circumstances Form (self-certification)
* For sickness exceeding 7 days the Special Circumstances Form must be supported with GP certification.

The Division of Nursing & Midwifery require copies because the completion of these forms is a University requirement. If you have prolonged periods of absence you may need to be supported to catch-up what you have missed or assist you with a ‘leave of Absence’. Failure to report absence to the School may result in you being unable to complete the programme.

If you become pregnant during the programme, you must inform your Employer and Programme Leader as soon as possible so that guidance may be given and to allow for assessment of support required. This is very important as certain clinical environments involve a high risk of exposure to anaesthetic gasses, ionising radiation and extreme physical exertion. Alternative arrangements will be organised, where possible, in accordance with the prevailing policies, practices and regulations related to leave associated with childbirth.

The Division staff will liaise with your employer on this matter.

Fixed annual leave periods are identified on your Plan of Training. All other permitted annual leave is negotiable but will not be permitted during assessment periods. If annual leave, not arranged before the programme, is taken during an assessment period the attempt may be recorded as a fail.

Please arrange this annual leave with your employer but ensure that this is communicated to the programme administrator and recorded on your log of hours. It is advisable not to take long periods of annual leave as this could affect clinical assessment and progress on the programme – you should discuss this with your employer.

Where applicable, these are to be arranged with your employer.

**Culture & Religion**

If you require study time off for religious festivals then you should apply for special leave as per the absence policy on MOLE. During clinical practice, apprentices should follow the Home Trust policy on specific religious and cultural requirements.

Prayer rooms are available on the top floor of Barber House and in the Medical School at Beech Hill Road.

Religious Holidays and Examinations

Please complete a 'Request for Religious Observance Form' at the beginning of each semester. Click here for more information <http://www.sheffield.ac.uk/ssid/exams/observance>.

**Signatures for Attendance**

All apprentices intending to join the health professions must be aware of the importance of accurate record-keeping and the need for ethical conduct in connection with signatures. Please ensure that attendance and performance in clinical practice is confirmed in the PAD. Record the signature of each of your supervisors and submit the PAD for review and assessment when required. Any difficulty in obtaining the signature of a supervisor must be discussed with the Learning Environment Manager, Practice Educator, Programme Lead.

Please be aware that the forgery of a signature is a very serious disciplinary matter, whether it be for clinical placement or attendance at a study day. It is likely to lead to you being charged under the Discipline Regulations of the University. The University Discipline Committee will take a serious view when deciding the penalty for such misconduct.

**Engagement**

In addition to attendance, you must also demonstrate engagement and show that you are applying yourself to the programme. If this is not done, it may be taken as evidence that you are not progressing as expected which will result in an investigation by the Division and your employer.

**5.4: Marking**

All summative academic assessments will be marked and then moderated within the Division of Nursing & Midwifery using the marking criteria and feedback sheet as found in the relevant unit handbook. Your work and internal feedback/grade will be sent to the Programme External Examiner for external moderation. The role of the External Examiner is to comment on the quality of both the work and the marking. Your grades will be ratified at the Board of Examiners. All ratified results are then published approximately 6-8 weeks after the submission date. The dates of publication will be in your unit handbook. On the date of publication you may access your results via MOLE, the instructions for this will be available on your unit pages.

At progress points (end of ‘Part’ i.e. end of Unit 2 and Unit 4) your results may be published un-ratified in order to allow you time for a second attempt before the end of the part of the programme you are completing.

As per University of Sheffield and Division of Nursing & Midwifery standards, if you fail a summative assessment at the first attempt you will normally be given one further attempt. It is your responsibility to check MOLE after results have been published as any fail letters will be found here. If you fail at the first attempt you will be required to meet with the Programme Leader/Unit lead to discuss your progress and the implications for your programme of study. Reassessment is only allowed with the express permission of the Board of Examiners under University regulations for undergraduate study. This applies both to written academic assessments and to practical clinical assessments.

If you are unsuccessful at the first attempt you will be interviewed by a senior member of the Division of Nursing and Midwifery staff, in accordance with the Health Sciences School policy. This is because further failure may lead ultimately to discontinuation of your studies on the programme.

If you are unsuccessful in the first attempt, whether academic or clinical, you will normally be allowed **four weeks** from the publication of the results of your first attempt, in which to submit. Individual arrangements will be made if you need to be reassessed in a clinical practice placement. This is necessary to ensure that you can be appropriately supported in preparing for reassessment.

A resubmitted assignment or assessment of practice will be awarded a pass grade (Max 40), if your attempt is successful. In addition, written feedback on the strengths and weaknesses of your work will be provided.

Failure at a 2nd attempt will result in you remaining on the programme until the outcome of any appeal after which your status on the programme will be reviewed.

All summative practice assessments will be assessed by the Practice Assessor and confirmed by the Academic Assessor. Your Practice Assessment Document and evidence will be sent to the programme External Examiner, along with feedback comments from the Practice Assessor/Academic Assessor, for external moderation. If you fail to reach all the proficiencies required for a particular unit you will be given one further attempt.

**Assignments not handed in by the specified date and for which no extension has been obtained will be assigned the grade of ‘fail’. Please see the assessment strategy documentation (stored in MOLE) for more information on assessments.**

The regulations for this programme of study may be consulted in the *University of Sheffield Calendar.* Please see the Programme Leader or the Programme Co-ordinator if you would like further information.

**5.5: Feedback for Assessments**

Feedback exists in any process, activity or information that enhances learning by providing you with the opportunity to reflect on your current or recent level of attainment. It can be provided individually or to groups. It can take many forms. It is responsive to the developmental expectations of particular programmes and disciplines.

**Formative feedback**

Is **‘*feedback for learning’*** and is provided during the unit to help improve the way you learn and enhance future academic performance.

**Summative feedback**

Summative feedback is **‘*feedback on learning’***. It gives an idea of what was done well or not so well in work/assessments already done and is often unit-specific.

Further details on both formative and summative feedback are found in the Division of Nursing & Midwifery ‘Feedback Strategy’ found on MOLE and in the general handbook.

You should expect to receive **summative** written feedback on all non-invigilated course work any time after the date of publication as stated on the assessment calendar. If you would like additional feedback from the marker it is your responsibility to organise a meeting for this with the marker. Feedback should explain why you have received a particular grade, the strengths and weaknesses of the work and notes on how the work could be improved. You should use this information to improve your performance in subsequent assessments.

If your assessment was an invigilated examination you can request to see your paper with your personal teacher present who will give you verbal feedback on performance; this should be followed up by written feedback. You should utilise this feedback to improve your performance at subsequent examinations.

You are advised to contact your Programme Leader as soon as possible if you have been unsuccessful in an assessment.

If an assignment result is not finalised, it will be published “pending”. This is likely to be the case when apprentices have been granted extensions to submission dates or when there has been a delay in the work being processed. Apprentices will be informed but are advised to contact the Assessment Officer, Tracey Pacan at t.m.pacan@sheffield.ac.uk if there are queries or concerns.

**5.6: Extenuating Circumstances**

**Performance in you assessment**

If you feel that you have had medical or personal circumstances that may have affected performance in examinations or assessments you should download the ‘extenuating circumstances’ form to be found at <http://www.sheffield.ac.uk/ssid/forms/circs>

and complete this after reading the explanatory notes.

The completed form should then be handed/emailed to the assessments officer, Mrs Tracey Pacan, t.m.pacan@sheffield.ac.uk - **no later than 2 weeks before the examinations board at which your work is to be considered.**

This will be considered by the pre- assessment board who will inform you of the outcome. Requests should not be submitted to any other member of support staff or academic staff. Arrangements must not be made outside of this board as these would not be valid. Verbal agreements should not be made between apprentices and lecturers as these would also not be regarded as valid by the examinations board.

**Requesting an Extension**

If you feel that you have circumstances preventing you from completing assessed work and feel you need an extension, you should formally request this in writing using the request form to be found at <http://www.sheffield.ac.uk/ssid/forms/circs> and complete this after reading the explanatory notes.

This should be sent to the assessments officer, Mrs Tracey Pacan, **no later than 1 week before the submission date of the assessment.** This will be considered by the pre- assessment board who will inform you of the outcome. Requests should not be submitted to any other member of support staff or academic staff. Arrangements must not be made outside of this board as these would not be valid. Verbal agreements should not be made between apprentice trainees and lecturers as these would also not be regarded as valid by the examinations board.

**Please note:**

**The following are not normally considered as extenuating circumstances:**

* Work related issues
* Annual leave: Unless pre-booked (evidence required) before acceptance of a place on the programme
* Concurrent assessments
* Non-receipt of UCard
* Computer problems. You are advised to:
* Back up work on disc
* Email your assignment/work to your university account so that you can pick work up on the university system

PLEASE NOTE THAT EXTENSIONS MUST BE APPLIED FOR IN WRITING AND YOU SHOULD ENSURE YOU HAVE WRITTEN CONFIRMATION OF THE NEW SUBMISSION DATE OTHERWISE A FAIL TO SUBMIT WILL BE MARKED ON YOUR RECORDS.

**5.7: Unfair Means**

**What constitutes unfair means or cheating?**

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. Plagiarism, submitting bought or commissioned work, double submission (or self-plagiarism), collusion and fabrication of results are not allowed because they violate this principle. Rules about these forms of cheating apply to all assessed and non-assessed work.

**Detection of Unfair Means**

The University subscribes to a national plagiarism detection service which helps academic staff identify the original source of material submitted by trainees. This means that academic staff has access to specialist software that searches a database of reference material gathered from professional publications, trainee essay websites and other work submitted by trainees. It is also a resource which can help tutors and supervisors to advise trainees on ways of improving their referencing techniques. Your work is likely to be submitted to this service.

Please see: <http://shef.ac.uk/trainees/donotcheat>

**What happens if I use unfair means?**

Using unfair means in the assessment process is **dishonest** and also means that you cannot demonstrate that you have acquired the essential academic skills and attributes required for your programme. Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations

As this programme leads to NMC registration, conduct related to unfair means places doubt on your professional values. All issues of dishonesty will be rigorously investigated and if found proved will initiative **Fitness to Practice Regulations**.

Where unfair means is found to have been used, the University may impose penalties ranging from awarding no grade for the piece of work or failure in an examination, through to expulsion from the University in extremely serious cases.

We strongly advise you to refresh your learning on ‘avoiding plagiarism’ prior to submission of assessments (details on MOLE under the library heading). Further details regarding unfair means are available in the general handbook.

The University Library offers a range of online resources which provide information on referencing appropriately and avoiding plagiarism. Their comprehensive support can be found here: <http://www.librarydevelopment.group.shef.ac.uk/>

The library also has information on reference management software <http://www.shef.ac.uk/library/refmant/refmant.html>

The **English Language Teaching Centre** operates a **Writing Advisory Service** through which trainees can make individual appointments to discuss a piece of writing. This is available for all trainees, both native and non-native speakers of English.

<http://www.shef.ac.uk/eltc/services/writingadvisory>

**5.8: Assessment Word Allowance**

**Written Assessments**

Each written assignment has an allocated word allowance. All words (including names and dates for references) from the first word of the introduction to the last word of the conclusion constitute the word count. Title pages, appendices and reference sections are not included in the word count. Please note:

* Apprentices are required to state the number of words they have used. This information must be given on the title page.
* Measures will be introduced to check the accuracy of candidate statements. These will include checks during marking and moderating.

**Presentations**

Each assessed presentation has a time allocation and your presentation will be timed by the assessor. Depending on the time allowed there will be a minute or so lee-way. The assessor will warn you when you are nearing the end of your time allowance (how this will be done will be agreed before the assessment starts). Once your time runs out you will have to stop and the presentation will be assessed on what has been presented.

**Exams**

Exams have a strict time allowance which is monitored by the official invigilator. Once the time has been reached for the exam you will be asked to stop.

Some apprentices may have additional time allocated as advised by DDSS or occupational health. If you require additional time then please seek advice from DDSS, occupational health.

Further information is given on the Division of Nursing & Midwifery Assessment Allowance policy in the general handbook. This also gives details of penalties awarded for breaches.

**5.9: Submitting Written Assignments**

The Division of Nursing and Midwifery uses the ‘Turnitin’ system via MOLE for the submission of assessed coursework. This means that you need to submit electronic copies of your work, the instructions for submission can be found by going into the assessments section of your unit on MOLE. Staff can then use this system to check for similarity to other submitted or published works. The system is not a substitute for personal scrutiny of your work; it simply acts as an alert (for example, by identifying large passages of text that match text from existing sources).

Before submitting your work please read the ‘checklist prior to submission’ which will remind you of all the presentation details and things of note you need to attend to prior to submission.

You are required to use the following general guidelines:

* Submitted work should have an Assignment Cover Sheet, this can be downloaded from MOLE.
* All assignments must be submitted by 1500 on the hand-in date stated in your unit handbook.
* You should make sure that all essential information is entered on the Assignment Cover Sheet:
* Your student Registration Number (do not put your name on the assignment)
* Date of Submission
* Unit Code and Title
* Unit Lead
* Word count
* Indicate whether it is a first or second attempt

Late submissions will be deemed a fail.

**6: Issues of Note in Practice**

**6.1: Uniform Policy/Dress Code**

You will be required to comply with your employers Uniform Policy whilst in practice learning experiences requiring the wearing of a uniform. This Policy must be read in association with local Trust Hospital Policies and where variation occurs Trust Policy must be followed. You must wear the correct uniform whilst on duty. Your cultural beliefs will be taken into account regarding the wearing of uniform (this may need to be discussed with the individual employer and placement provider concerned) although health, safety and clinical rules and regulations must be followed at all times.

**6.2: Limitations of Practice**

Within the turbulent and rapidly developing service delivery arena it is inevitable that at times you will be asked to engage in aspects of care delivery that could be seen as beyond your usual scope of practice. At such times it is incumbent on you and your Practice Supervisor to seek guidance from the Learning Environment Manager, Clinical Educator, and Programme Lead.

**You should not undertake any activity in clinical practice that you have not been trained for.** You need to recognise your own limitations and seek knowledge, understanding and training before carrying out any activity. In addition, the following are excluded from the intended role of the APPRENTICE NURSE ASSOCIATE:

* Acting autonomously to change the prescribed plan of care
* Acting autonomously in situations where they may be limits to confidentiality, for example in safeguarding situations
* Decision to make specialist referrals
* Decisions to share information across multi-agency boundaries
* Resolution and interpretation of risk issues (they must be able to identify risk and halt practice if necessary)
* Decision to discharge an individual from a service
* Managing situations of conflict or risk beyond immediate actions to maintain safety.
* Administer medicines under a patient group directive or patient specific directives.
* Nursing associates will not prescribe medicines

**6.3: Confidentiality**

In practice this is a matter of great concern for all those engaged in health care. During your studies, especially on your practice learning experiences, you must respect the confidentiality of all the information that you acquire. Your teachers and supervisors will give you specific guidance on dealing with confidentiality and your obligations in relation to it, at various points during the programme. The general principle to be applied in the early stages of the programme is: **“share information only with those it belongs to and those authorised to have it”** - and if in any doubt ask a teacher or designated nurse supervisor for advice before sharing.

**YOU MUST NOT DISCUSS YOUR CLINICAL EXPERIENCES ON SOCIAL NETWORKING SITES. THIS MAY LEAD TO DISCIPLINARY PROCEDURES.**

**Please see:** https:[//w](http://www.nmc.org.uk/standards/guidance/social-media-guidance/)ww[.nmc.org.uk/standards/guidance/social-media-guidance/](http://www.nmc.org.uk/standards/guidance/social-media-guidance/)

**Confidentiality in Assessments**

Individuals and institutions should not be named in assignments, neither should data be collected from patients, relatives or staff for assignments unless it is a requirement of the unit and appropriate approval has been granted.

Information that is not in the public domain, that identifies individuals or institutions or that is subject to copyright should not be included in appendices. Should this occur the work will be returned to the apprentice trainee and will require resubmitting with the identified information removed. Please see the Division of Nursing & Midwifery policy in the General Handbook

**Maintaining Confidentiality of Your Personal Details**

The Division of Nursing & Midwifery maintains manual and computerised records of your progress that contain information personal to you. These records are kept in a secure state and can only be accessed by authorised personnel. You have the right to view your personal records under the General Data Protection Regulation (2018) and Data Protection Act (1998) and in accordance with University regulations.

Please remember that you **MUST** inform the Division of Nursing and Midwifery (the Programme Coordinator at your theory base) of any changes to your personal details, including change of name or address.

**6.4: No Smoking Policy**

All NHS, University and School premises are designated no smoking areas. No Smoking notices must be observed at all times. Assistance with stopping smoking is available from the health services mentioned above.

**6.5: Health and Safety at Work**

All apprentices are required under the Health and Safety at Work Act to report hazards of which they become aware. You should report these to the Programme Co-coordinator when in the Division and to your supervisor or the facility management during a practice learning experience.

All accidents occurring on NHS, School, Division or practice learning experience premises of any kind must be reported to Health Sciences School Health and Safety Officer (your Programme Coordinator will tell you who this is) and the relevant documentation completed. Failure to report an accident promptly may affect any subsequent claim you may have.

On many occasions during your time on the programme you will be faced with situations in which risks to your personal safety will be increased. Those in direct connection with the programme may include travelling to and from placements and places of residence at unusual times of day or night when shifts start or finish. Specific guidance in relation to this matter will be offered early in the programme, but it is essential that from the outset you recognize your responsibility for your own personal safety and take appropriate measures.

For practical advice about Personal Safety and Security, refer to the following websites: <http://www.sheffield.ac.uk/trainees/news/stay-safe-1.373958>and <http://www.sheffield.ac.uk/security/advice/personalsafety>.You are advised not to take large sums of money or valuable possessions into Division or practice placement premises.

Losses should be reported to a member of the Division staff or, if on a practice placement, to the local security personnel. The Division does not accept liability for any loss of or damage to any personal property.

**6.6: Infectious Diseases – General Advice**

During your programme you will encounter situations where there is a significantly increased risk of exposure to infectious diseases. It is critical that you learn the implications of this for your health and the potential consequences for your studies.

Further information and guidance on this subject will have been given in pre-programme information and may be obtained at any time from the health services mentioned above. Any requests from Occupational Health to attend appointments should be adhered to.

When allocated to practical placements it is vital that you are familiar with and understand the particular local infection control requirements in order to protect yourself and others. Your supervisor will give you practical advice on this matter, as will the local guidance documents related to that particular placement.

**7: Quality Assurance/Evaluation**

Throughout your programme, you will have formal and informal opportunities to express your individual perception of the quality of your academic and practical learning experiences by means of an evaluation system. You are encouraged to comment on the effectiveness of teaching and clinical supervision and support in clinical practice and these opinions form an important part of the programme monitoring and review process.

The evaluation strategy is based on the belief that all involved in the programme, whether you, the clinical or teaching staff, or visiting speakers should be enabled to contribute to its development. The mechanisms for internal monitoring and evaluation of your programme are carried out under the direction of the Programme Leader and include the following:

* Formal and informal opportunities to express your individual perception of the quality of your academic and practical learning experience
* Evaluation of the effectiveness of teaching and clinical supervision and support in clinical practice. These opinions form an important part of the programme monitoring and review process (Teaching Quality Assessment Strategy/Educational Audit).

You are encouraged to be honest and provide constructive feedback. You should only raise sensitive issues from practice if you have first addressed them with the appropriate clinical staff. It is inappropriate for you to bring such issues to the attention of teaching staff without being prepared to deal with them in a professional manner within the clinical area. **However,** if you have concerns about aspects of practice, conduct of staff, health and safety issues, care of people then you will need to follow the mandatory training you have had in ‘Raising & Escalating Concerns’ and follow the Division of Nursing & Midwifery/employers/placement provider policy that you have been taught as mandatory training. Details are also found in the General Handbook.

If you have cause to make a formal complaint about your degree programme, please follow the University procedure at <http://www.shef.ac.uk/ssid/procedures/>

The QAA (2015) has determined that a foundation degree should require students to demonstrate:

* Knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge
* Knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions
* The ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context
* The ability to apply their knowledge and skills to new situations, including in the workplace
* Effective communication skills in a variety of forms and for a range of audiences

***AND***

Foundation degree graduates have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. They are able to undertake further training, develop existing skills and acquire new competences.

The assessment strategy for each of the units on the programme requires you to demonstrate that you are able to meet these criteria, by exposing you to a range of challenging assessments, in which you must work systematically and critically to achieve success.

<https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10>

Please see the following link for the University of Sheffield graduate attributes: <http://www.sheffield.ac.uk/sheffieldgraduate/studentattributes>

In addition there are also attributes that are expected from students in the Faculty of Medicine, Dentistry and Health:<http://www.sheffield.ac.uk/faculty/medicine-dentistry-health/learning-teaching/mdhgraduate>

**8: Good Health and Good Character**

Applicants are interviewed prior to being accepted on the programme using value-based assessment. In addition, DBS police checks are conducted and occupational health clearance is sought. If anything should change in regards to your health and behaviour, this must be reported immediately to your employer and to the Division of Nursing & Midwifery. For example, if you receive a police caution, criminal conviction, or charged with a criminal offence. You should also inform your employer and the Division of Nursing and Midwifery if you are subject to disciplinary action as an apprentice trainee Nursing Associate or in any other employment in which you are engaged. Failure to do so will be regarded as concealment, which is not compatible with professional values and associated with dishonesty. Failure to inform the Programme Leader of the above may lead to disciplinary action within the university as well as with your employer. The nature of the offence will determine the action taken but this will need to be discussed with your employer.

 Any declarations are dealt with promptly, fairly and lawfully

At the end of year one (Unit 2) and year two (Unit 4) you will be required to sign a ‘good health & good character’ form to indicate whether there is anything changed regarding your DBS status or your health. Omissions and inaccuracies declared on this form will be regarded as concealment, which is not compatible with professional values and considered dishonest behaviour.

At the end of your programme, and following successful completion of your ‘end point assessment’, your employer will need to declare to the NMC that you have Good Health and Good character. This is required in order for your name to be added onto the professional register. This is **in addition** to you passing all other requirements and assessments of the programme.

**9: Classroom Etiquette**

The recording of lectures is only permitted in certain circumstances. Please use the form in Appendix 7 to negotiate this with the lecturer responsible for the session(s) you wish to record. Mobile phones and computers must not be used to record lectures.

**10: Career Advice**

As members of the University of Sheffield, all apprentices in the Division of Nursing and Midwifery have access to the full range of support offered by the University Careers Service, which is based on the main university campus on the corner of Glossop Road and Durham Road, next to the Trainees' Union: 388 Glossop Road, Sheffield S10 2JA, Tel: 0114 222 0910.

Although you are currently in employment you may still wish to discuss career opportunities and future job applications. The range of help offered includes:

* Access to careers information e.g. on occupations, employers, postgraduate study, career management skills in the Careers Service Information Room.
* Take away leaflets on a variety of issues including career planning, making applications, job search, and interview preparation.
* The Careers Service website ‘Directions’ [**http://www.shef.ac.uk/careers**](http://www.shef.ac.uk/careers) provides a range of general information trainees. ‘Nursing Directions’ contains specialist information for nurses and midwives.

<http://www.shef.ac.uk/careers/trainees/worktypes/nursing/>

* Individual advice, guidance and support as appropriate to trainees. This might be to discuss future career plans in more detail, for help in preparing for job interviews or to offer assistance to trainees who have specific concerns e.g. programme change queries, the impact of a disability/health problem on future employment.
* Access to a range of career planning programmes such as Prospects Planner, available through all networked computers across the University and employer videos.
* Careers Service events and workshops, as well as employer presentations (full information is available from the ‘events’ section of ‘Directions’.

[**http://www.shef.ac.uk/careers/events**](http://www.shef.ac.uk/careers/events)

**11: End Point Assessment**

After successful completion of your foundation degree you will be able to progress towards completion of the ‘End Point Assessment’. Successful completion of the End Point Assessment means that you have also passed your apprenticeship.

EPA Period: After completion of the degree you will remain in your base placement until your employer is satisfied that you are working at, or above, the level set out in the occupational standard for Nursing Associates. Also that all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an ‘End Point Assessment Organisation’ (EPAO). This ‘End Point Assessment Period’ starts at the end of the 2-year foundation degree and extends for a maximum of 3 months.

<https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018/>

**The EPA consists of 2 discrete assessment methods:**

1: Assessment method: Professional Discussion A

Pass/Fail

2: Assessment method: Professional Discussion B

Pass/Fail

Performance in the EPA will determine the overall apprenticeship standard and grades of

Pass/Fail

You will be given full information about the End Point Assessment in Unit 4 of the programme. The assessment for Unit 4 will also allow you some preparation for a professional discussion.

<https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/04/2018.01.12-L5-Nursing-Associate-ST0508-Assessment-Plan.pdf>

**12: Registering your Award with the NMC**

Important:

Please note that following successful completion of the Foundation Degree you will have 5 years in which to register your award of Nursing Associate with the NMC.

If you fail to register your qualification within 5 years you will need to undertake additional education and training or gain such experience as is specified in the NMC standards in order to register as a Nursing Associate with the NMC.

**APPENDIX 1: Limitations of Practice**

Within the turbulent and rapidly developing service delivery arena it is inevitable that at times you will be asked to engage in aspects of care delivery that could be seen as beyond their usual scope of practice. At such times it is incumbent on you and your clinical supervisor to seek guidance from the Division of Nursing & Midwifery.

It is not appropriate to closely define and delineate what is or is not seen as acceptable practice, but members of the Division of Nursing and Midwifery can give appropriate and legitimate advice when required to do so, using the following guiding principles**:**

* Check the Assessment of Practice documentation. Apprentices should perform in practice to a level of proficiency consistent with that is described within the programme assessment information for the part of the programme they are undertaking.
* If, having done this, there remain areas of uncertainty then staff should consult with the Placement Leader with a view to establishing a greater degree of clarity.
* In the event that ambiguity remains, seek the view of the Director of Professional Programmes which should be accepted as definitive.

Apprentices are advised not to undertake any activity in clinical practice that they have not been trained for. Apprentices need to recognise their own limitations and seek knowledge, understanding and training before carrying out any activity.

**NURSING ASSOCIATE PROGRAMME apprentices should not undertake any activity in clinical practice that they have not been trained for. Apprentices need to recognise their own limitations and seek knowledge, understanding and training before carrying out any activity. In addition the following are excluded from the intended role of the APPRENTICE NURSING ASSOCIATE PROGRAMME:**

* **Acting autonomously to change the prescribed plan of care**
* **Acting autonomously in situations where they may be limits to confidentiality, for example in safeguarding situations**
* **Decision to make specialist referrals**
* **Decisions to share information across multi-agency boundaries**
* **Resolution and interpretation of risk issues (they must be able to identify risk and halt practice is necessary).**
* **Decision to discharge an individual from a service**
* **Managing situations of conflict or risk beyond immediate actions to maintain safety.**
* **Administer medicines under a patient group directive or patient specific directives.**
* **Nursing associates will not prescribe medicines**

**APPENDIX 2: Reflection on Practice**

Guidelines for Reflection on Practice Aims

**Reflection on Practice to:**

* Provide you with the opportunity to constructively reflect upon your clinical experiences
* Facilitate the strengthening of links between the theory and practice of nursing
* Enable you to critically reflect upon your integration into the multi-professional team, in a safe environment supported by clinicians and lecturers
* Enable you to critically analyse the nature of the learning environment
* Enable you to critically evaluate your personal integration into the nursing and inter- professional team
* Provide you with the opportunity to enhance your skills in portfolio development
* Provide you with the opportunity to enhance your skills in reviewing collated evidence and identify areas of personal growth and limitations
* Enable you to develop the skills of creating a professional portfolio for continued professional development and lifelong learning

**Achieving the aims**

A variety of mechanisms could be used and we would encourage you to undertake a combination of the following approaches to maximise your learning.

* Reflect upon what you have learned during your clinical experiences and document these experiences
* Reflect upon your personal growth and development recognising your strengths and limitations. Develop learning objectives which will address your areas of weakness and enhance your areas of strength
* Reflect upon how you are achieving your competencies/ outcomes identifying key knowledge, skills and attitudes
* Develop action plans to provide a basis for discussion with your supervisor
* Reflect upon the theoretical input prior to your clinical experience and identify links between the theory and practice of nursing
* Reflect upon and document your experiences which contribute to the achievement of EU outcomes
* Prepare material which can be utilised in the timetabled reflection sessions
* Write a personal action plan to address personal learning needs

**Evidence of learning**

Record your personal learning in your portfolio as evidence of personal and professional development. This evidence should be utilised during the timetabled reflection session at the end of each Unit and may also contribute to your end of Unit interview with your personal tutor. You should also be prepared to share this evidence with your supervisor/ assessor if you are asked to do so.

**APPENDIX 3: Your Personal Tutor**

By the end of the first week of the course you should have been given the name of your personal tutor.

The role of your personal tutor typically includes the following:

* Being an important port of call for you for general academic advice on matters such as personal academic achievement.
* Monitoring your overall academic performance and offering you appropriate guidance. (c)Signposting services that you might access to support your further development. (d)Encouraging you to become a reflective learner, to engage in Personal Development Planning and to give timely consideration to your career plans and other future aspirations.

(e)Ensuring that meetings/opportunities for discussions are arranged at appropriate intervals and that you have the necessary staff contact information.

You first tutorial meeting usually takes place during the first two weeks of the course.

**What should the first tutorial cover?**

The role and purpose of personal tutorials

Your personal tutor should explain that their main role is to help you with academic achievement and personal development and also to help you address any problems that you may have.

Clarify expectations

Your tutor will explain how the personal tutorial system operates in the School, share contact information, and explain their personal preferences, expectations and boundaries in relation to how they conduct tutorial arrangements. For example some tutors may be involved in research and may not always be in Barber House Annexe on the days you are attending whilst others will usually be in their office when you are around.

Getting to Know You

Your tutor will probably ask you general questions in order to get to know you such as where you are from, and what hobbies or interests you have. They might also ask you whether you have any specific worries (how to reference is a common one) or whether you have any problems or conditions which might affect your study (e.g. you might get anxious in certain situations).

Answering your questions

At the end of the meeting your tutor will invite questions in order to clear up any remaining issues e.g. about the course, whether there is anything that you are anxious about with respect to being a trainee; and so on.

Your personal tutor is there for YOU, to offer support and advice throughout the programme. As a minimum, you are required to meet with your personal tutor at the beginning of the programme and then towards the end of each unit. This is the minimum amount of contact required but many trainees will meet their tutors more frequently than this. Your personal tutor will write your final course summary which is used as your reference so it is a good idea to get to know each other before then!

**APPENDIX 4: Written Permission to Audio Record Lectures**

**Apprentice and lecturer to complete Parts A and B together:**

**Apprentice’s name………………. Date of Lecture………………………**

**Course…………………………. Lecturer’s name……………………**

**A: Learning need**

*I have provided evidence that I have a formally recognised learning need including a recommendation that my learning would be supported by me audio-recording lectures*

**OR**

*I request permission to record this lecture because English is not my first language and my learning would be supported by me audio-recording lectures*

**B: Agreement**

Tick one option:

* I agree that the audio-recording of this lecture is for my own personal educational use.
* I agree that I shall not share this recording with anyone else. This includes other trainees or sharing via social networking sites.
* I agree that the audio-recording I make of this lecture will be kept securely by me and deleted once I have finished using it for my own educational purposes.
* I am aware and agree that any breach of this agreement will be reported by the Division of Nursing and Midwifery to the University of Sheffield for consideration of appropriate disciplinary action.

|  |  |
| --- | --- |
| Signature of apprentice |  |
| Date |  |
| Signature of lecturer |  |
| Date |  |

**APPENDIX 5: Apprentice Code of Conduct**

**Apprentice Name:**

I agree to the Code of Conduct. The Code of Conduct is in line with British Values. By signing this page I confirm that I understand the behaviour expected of me and I agree to abide by this Code of Conduct. I also understand if I breach the Code of Conduct, then the Disciplinary Procedure will be actioned.

**☺ Individual Liberty 👍 Tolerance and Mutual Respect🖐Democracy 🕮Rule of Law**

|  |  |  |
| --- | --- | --- |
| **CODE OF CONDUCT** | British Value | √ |
| Health and Safety guidance must be followed at all times as directed by the University / Placement staff, legislation and policies/procedures and documents. | **🕮 🖐** |  |
| Uniforms must be worn at all times on the placement (as appropriate). | **🕮** |  |
| Behaviour must be of the same high standard when in the University and in practice. | **🕮☺👍** |  |
| No mobile phones are to be used in practice, in classrooms or in the ICT rooms without permission.  | **☺🕮** |  |
| Malicious damage will not be tolerated and damages may be charged for. | **🕮👍** |  |
| Smoking can only take place in designated areas off-site.  | **🕮** |  |
| Anyone suspected to be under the influence of drugs or alcohol will be asked to leave the premises and reported to their employer. | **🕮☺** |  |
| Behave respectfully towards learners, staff and visitors. | **👍☺** |  |
| Any degrading comments will not be tolerated. | **👍☺🖐** |  |
| If you aware of any infringement of this code of conduct it is your responsibility to report this.  | **👍☺** |  |
| Ensure assignment and work deadlines are met. | **☺** |  |
| Ensure any absence is reported either in advance or on the day to your placement managers and your personal tutor at University. | **🕮👍** |  |
| Observe break times. | **🕮** |  |

**APPENDIX 6: Learning Styles Questionnaire**

**Name:** ………………………………………………………………………………………….. **Date:** ………………………

**This questionnaire will help you to find out the way you learn best. It will help you and your trainer or tutor make your time on the programme more enjoyable and successful.**

* There are no right or wrong answers and there are no tricks.
* The questionnaire should take about 15-20 minutes to complete, but if you need to, you can take longer.
* Answer all the questions to get the best results.
* All answers are either YES or NO. Circle just one answer per question.
* Answer all questions honestly.
* You should complete the questionnaire on your own. We can offer help on, for example, how to plot your scores, but we can’t give you the answers to the questions.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | When you are describing a party or holiday to a friend, do you describe the music, sounds and noise you experienced? | YES | NO |
| 2 | Do you use your hands when you speak? | YES | NO |
| 3 | Do you prefer to use the Internet or TV to keep up to date with the news or sport rather than read a newspaper? | YES | NO |
| 4 | When you use a computer, do you find the visual prompts useful (i.e. the icons and pictures in the toolbar)? | YES | NO |
| 5 | When you have to take down information, do you prefer drawing diagrams and pictures than writing notes? | YES | NO |
| 6 | When you play noughts and crosses, can you picture the ‘o’ and ‘x’ counters in different positions? | YES | NO |
| 7 | Do you like to take objects apart and repair things e.g. bike, engines ? | YES | NO |
| 8 | When you are trying to remember the spelling of a word, do you tend to jot it down a few times in different ways until you find the one that looks right? | YES | NO |
| 9 | When you are learning something new, do you like spoken instructions, talks and/or lectures? | YES | NO |
| 10 | Do you like making things? | YES | NO |
| 11 | When using a computer, do you find the bleeps and sounds useful to tell you that you have done something wrong? | YES | NO |
| 12 | When you revise, study or are learning something new, do you like to use diagrams and/or pictures? | YES | NO |
| 13 | Are you quick and efficient at copying information down? | YES | NO |
| 14 | If something is said to you, do you usually remember it, without it being repeated? | YES | NO |
| 15 | In your spare time do you like doing something physically active (i.e. sport, walking, climbing, cycling etc)? | YES | NO |
| 16 | When you have spare time do you like to listen to music? | YES | NO |
| 17 | When you go shopping, do you prefer to look around peacefully on your own? | YES | NO |
| 18 | Do you find it easier to remember people’s names rather than their faces? | YES | NO |
| 19 | When you spell, do you usually have to write the word down? | YES | NO |
| 20 | Do you like to be able to move around when you are working? | YES | NO |
| 21 | Do you learn to spell by saying the word out loud? | YES | NO |
| 22 | When you are describing a party or a holiday to a friend, do you describe what people looked like, what they were wearing and the colours? | YES | NO |
| 23 | When starting a new task, do you like to get on and do something straight away? | YES | NO |
| 24 | Do you learn well by watching someone demonstrate a particular skill? | YES | NO |
| 25 | Do you find it easier to remember people’s faces rather than their names? | YES | NO |
| 26 | Does saying things out loud help you learn? | YES | NO |
| 27 | Do you like demonstrating and showing things to others? | YES | NO |
| 28 | Do you enjoy discussions and hearing other people’s views? | YES | NO |
| 29 | When you do a practical task, do you follow diagrams? | YES | NO |
| 30 | Do you like role play and acting things out? | YES | NO |
| 31 | Do you prefer to use different search engines or web pages to find out information rather than just one? | YES | NO |
| 32 | When you go shopping, do you enjoy talking about the items on display and listening to the comments of others | YES | NO |
| 33 | Do you find it easy to follow a map? | YES | NO |
| 34 | Do you feel that one of the best ways to appreciate something on display in a shop is to be able to reach out and touch it? | YES | NO |
| 35 | When you read a story or an article in a magazine, do you picture the scene in your mind? | YES | NO |
| 36 | Do you tend to hum or talk to yourself when completing tasks? | YES | NO |
| 37 | Do you look at the pictures in magazines before deciding what to read? | YES | NO |
| 38 | When you are planning a new journey, do you like to talk to someone to find out where to go? | YES | NO |
| 39 | Have you always found it difficult to stay still for long, and prefer to be active? | YES | NO |

**SCORE SHEET**

* Ask for help if you are stuck.
* Only circle the number of the questions that you answered YES.

|  |  |  |
| --- | --- | --- |
| 4 | 1 | 2 |
| 6 | 3 | 5 |
| 8 | 9 | 7 |
| 12 | 11 | 10 |
| 13 | 14 | 15 |
| 17 | 16 | 19 |
| 22 | 18 | 20 |
| 24 | 21 | 23 |
| 25 | 26 | 27 |
| 29 | 28 | 30 |
| 33 | 32 | 31 |
| 35 | 36 | 34 |
| 37 | 38 | 39 |
| Total Circled \_\_\_\_\_\_ | Total Circled \_\_\_\_\_\_ | Total Circled \_\_\_\_\_\_ |
| **Visual/Seeing** | **Auditory/Listening** | **Practical** |

* Now draw in/plot the total number for each style on the column chart below.
* The tallest column on the chart shows your preferred learning style.
* If the column chart is more or less even, you probably enjoy using all learning styles.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TOTAL CIRCLED** | 13 |  |  |  | 13 |
| 12 |  |  |  | 12 |
| 11 |  |  |  | 11 |
| 10 |  |  |  | 10 |
| 9 |  |  |  | 9 |
| 8 |  |  |  | 8 |
| 7 |  |  |  | 7 |
| 6 |  |  |  | 6 |
| 5 |  |  |  | 5 |
| 4 |  |  |  | 4 |
| 3 |  |  |  | 3 |
| 2 |  |  |  | 2 |
| 1 |  |  |  | 1 |
| 0 |  |  |  | 0 |
|  |  | **VISUAL/SEEING** | **AUDITORY/LISTENING** | **PRACTICAL** |  |

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

**VISUAL/SEEING**

Someone with a **visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as ‘show me’, ‘let’s have a look at that’ and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

**AUDITORY/LISTENING**

Someone with an **auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as ‘tell me’, ‘let’s talk it over’ and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

**PRACTICAL**

Someone with a **practical** learning style has a preference for physical experience - touching, feeling, holding and practical hands-on experiences. These people will use phrases such as ‘let me try’, ‘how do you feel?’ and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

**APPENDIX 7: Induction Questionnaire**

|  |  |
| --- | --- |
| **Name**  |  |
| **Programme** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Who is responsible for Health and Safety in the University? Tick all that apply.** | * **The tutors**
* **Management**
* **Apprentices**
 |
| **What is the legislation that covers health and safety in the workplace?** |  |
| **What qualifications will you undertake during your apprenticeship?** |  |
| **Who do you go to if you have** * **A problem with your apprenticeship**
* **A personal problem**
 |  |
| **Name three things that could cause a drug error.** | **1.****2.****3.** |
| **Name three things that could cause an accident in the University or in practice.** | **1.****2.****3.** |
| **If you were asked to carry out a procedure which you should not do, what action will you take.** |  |
| **What do you understand by the term equal opportunities?** |  |
| **Give three examples of things that equality legislation protects.** | **1.****2.****3.** |
| **Name three of the behaviours expected of you.** | **1.****2.****3.** |
| **What do you need to do if you want to book a holiday?** |  |

**APPENDIX 8: Induction Checklist**

|  |  |
| --- | --- |
| **Candidate Name** |  |
| **Employer Name** |  |
| **Programme Leader Name** |  |
| **Qualification** |  |

|  |  |
| --- | --- |
| **Area Covered** | **Date Undertaken** |
| University |  |
| Additional support  |  |
| Individual Learning Plan (ILP) |  |
| Current GCSE certificates |  |
| Reviews |  |
| Disciplinary process |  |
| Codes of conduct |  |
| Fitness to Practice |  |
| End Point Assessment |  |
| Appeals procedure |  |
| Equality and Diversity |  |
| Safeguarding & Prevent |  |
| Health and Safety |  |
| Enrichment programmes |  |
| Privacy protection |  |
| You and your employer’s commitment |  |
| Qualifications:* GCSE Maths & English
* Functional skills
 |  |

**APPENDIX 9: Commencing your formal training programme**

To ensure that everything is submitted and approved, please supply any missing Maths and English certificates within your following 2 weeks.

**Please note:**

* You must arrive promptly for each session.
* That mobile phone use is not allowed in class.
* If you have any holidays booked during your programme which take place during Assessment periods, alternative placement weeks or at the start of a new Unit, please could you let us know as soon as possible. You need to be aware that you will need to catch up on any work missed as a result of holidays taken.

**Declaration**

**By signing this declaration, I declare that I understand the terms and conditions set out in this agreement and that I will abide by the Code of Conduct set out in Appendix 5.**

**I also confirm that I have completed the following exercises:**

|  |  |  |
| --- | --- | --- |
| **Document** | **Appendices** | **Confirm by Initialing** |
| Learning styles questionnaire | Appendix 6 |  |
| Induction questionnaire | Appendix 7 |  |
| Induction checklist  | Appendix 8 |  |

**Evidence of first day of in-learning**

**I confirm that today, I have completed my CV which has been countersigned by an academic member of staff, which is part of the Unit 1 assessment and is a requirement of my apprenticeship. Evidence of the work I have completed can be found in my apprenticeship portfolio.**

|  |  |  |
| --- | --- | --- |
| **Print Name:** | **Signature:** | **Date:** |