

FdSc Nursing

Associate

Course Guide

Sept26 Cohort

School of Education, Health, and Science

Contents

1. Introduction	4
2. Key Personnel	6
2.1 Academic Course Leader (ACL)	6
2.2 Module Leader (ML)	6
2.3 Personal Tutor (PT)	6
2.4 Coaches in Practice (CiP)	6
2.5 The Course Team	7
3. Defining Terms	8
4. About the University of Gloucestershire (UoG) and the School of Education, Health and Science (SoEHS)	8
5. About the FdSc Nursing Associate Course	9
5.1 Introduction	9
5.2 Course Aim	11
5.3 Course Learning Outcomes	11
5.4 Course Structure	12
5.5 Course Planners	13
5.6 Course Modules	13
5.6.1 Year 1 Modules (Level 4)	14
5.6.2 Year 2 Modules (Level 5)	16
5.7 Assessment	18
5.7.1 Course Assessment Principles	18
5.7.2 Assessment Submission	19
5.7.3 Extenuating Circumstances	20
5.7.4 Assessment Feedback	20
5.7.5 Numeracy Assessment	20
5.7.6 Referencing	21
5.7.7 Academic Misconduct	21
6. Learning and Assessment in Practice	21
6.1 Expectations of Practice Learning	21
6.1.1 NMC Standards for Student Supervision and Assessment	22
6.1.2 Professional Expectations in Practice	22
6.1.3 Uniforms and Appearance in Practice	22
6.1.4 Professional Suitability and Fitness to Practise	23
6.2 Practice Assessors and Practice Supervisors	23
7. Communication	24
7.1 Communication with your lecturer team	24
7.1.1 Email	24
7.1.2 MS Teams	25

7.1.3 ePAD, Aptem & Moodle	25
7.1.4 In-person.....	25
7.2 University Online	25
7.2.1 University WiFi	25
7.2.2 MyGlos.....	26
7.2.3 Moodle	26
7.2.4 ePAD and Aptem	26
7.2.5 Student Records Online (SRO).....	27
7.3 Social Media	27
8. Student Support at UoG.....	27
9. Quality Assurance and Improvement	28
9.1 Quality Assurance Processes	29
9.1.1 External Examiners	29
9.1.2 Module Boards of Examiners (MBEs).....	29
9.1.3 Completers' Board	30
9.1.4 Award and Progression Panel	30
9.2 Student Voice and Experience.....	30
9.2.1 Course Representatives.....	30
9.2.2 Module Co-production	31
9.2.3 National Student Survey (NSS) & Focus Groups.....	31
9.2.4 Annual Course Evaluation (ACE)	31
10. Concerns, Appeals & Complaints.....	32
11. Attendance Monitoring	32
12. Supported Study Procedures, Interruption of Studies & Withdrawal	33
Appendix I – HANA Course Planner.....	34
Appendix II – DENA Course Planner.....	35
Appendix III – Module & Assessment Dates.....	36
Appendix IV – Student Voice & Experience Map.....	37

1. Introduction

NB: This guide is intended to provide an introduction to important information for students on the FdSc Nursing Associate course. You will find more details on MyGlos and on your cohort's and each module's Moodle pages (See section 7).

It is strongly recommended that you read this guide carefully in conjunction with the [academic regulations for taught provision](#) and the [Student Charter](#) and keep it available for future reference.

Welcome to the FdSc Nursing Associate course in the School of Education, Health and Science at the University of Gloucestershire. We are delighted that you have chosen to study with us.

You are about to embark on an exciting journey leading to registration with the NMC as a nursing associate. The introduction of the nursing associate role in England in 2018, alongside regulation by the NMC, was a landmark innovation for the nursing and care professions. The introduction of this new role has been welcomed by a broad spectrum of health and social care stakeholders to support registered nurses to deliver effective, safe and responsive care. Since the role was introduced, nursing associates have become key members of the multi-disciplinary workforce that is needed to respond to the changing needs of the health and social care sector.

The current iteration of the FdSc Nursing Associate course you will be studying at the University of Gloucestershire has been informed by The Nursing and Midwifery Council (NMC, 2018) Proficiency Standards for Nursing Associates and Skills England Nursing Associate Occupational Standard and co-produced with support from existing student nursing associates, service users and our local employer partners, including Gloucestershire Hospitals NHS Foundation Trust, Gloucestershire Health and Care NHS Foundation Trust, One Gloucestershire and the Order of St. John Care Trust.

The course has been carefully designed to support you to develop the breadth of academic and professional skills to support you to register with the NMC as a nursing associate, fully prepared to begin working under the direction of registered nurses to deliver high quality care independently in any of the four fields of nursing (adult, child, mental health or learning disability) and in any health and social care environment. Over the course of your studies,

the university and our local practice partners are committed to supporting your professional development through both academic and practice learning and assessment. This means you will have many opportunities to develop self-awareness and strategies to maintain a strong work-life balance, enabling you to recognise how your own wellbeing influences your professional practice. By developing these skills, you will be better prepared to uphold professional values, work effectively with others and contribute to the delivery of high-quality care for individuals, communities and society.

As well as passing a variety of academic assessments designed specifically to support your professional development, your experiences in practice will be recorded carefully in an electronic Practice Assessment Document (ePAD). Together, your academic transcript and ePAD will form a portfolio of practice experience that ensures your employability after you graduate and demonstrates to potential employers your readiness to deliver high quality, evidence based and safe care at the point of registration as a nursing associate.

In order to achieve this, you are expected to commit to:

- taking responsibility for your own learning – seeking help when required, planning your studies, understanding module and assessment requirements and your role within the team when in practice
- embracing every learning opportunity, both in university and in practice
- working with your lecturers and your practice assessors and supervisors to identify your learning needs and develop realistic strategies to meet those needs
- support our co-production and continuous quality improvement efforts by giving feedback on placement experiences and on your academic experiences

This guide has been prepared to cover the information you will need to guide you through your programme and to assist you as a student nursing associate (SNA). Please read it thoroughly and use it as your first point of reference.

On behalf of the university and our partners, I wish you an enjoyable and successful programme of study, here, at the University of Gloucestershire.

Clare Kirkpatrick
Academic Course Leader

ckirkpatrick1@glos.ac.uk

2. Key Personnel

2.1 Academic Course Leader (ACL)

The ACL for the FdSc Nursing Associate course is Clare Kirkpatrick, Senior Lecturer. If you have any query relating to the course, you should book an appointment with the ACL. However, if your query relates to a particular module, consult with the Module Leader in the first instance and any personal concerns should be discussed with your Personal Tutor.

2.2 Module Leader (ML)

The Module Leader co-ordinates module-specific learning activities and provides academic supervision regarding the module specific content. They are responsible (with other members of the team) for marking module assessments. If you have any queries relating to a module that you are studying, you should book an appointment to see the Module Leader.

NB: If your query relates to a request for an extension on your assessment deadline, you should not speak to your module leader about this, but instead follow the guidelines set out by Student Centres.

2.3 Personal Tutor (PT)

During induction week, you will be allocated a Personal Tutor. The role of your PT is to provide guidance, encouragement and advice in relation to your learning across the course. You will meet with them regularly throughout the programme. **HANA** students will complete their regular (8-10 weeks) apprenticeship Progress Review Meetings with their PT and a representative from their employer – their manager or practice assessor.

Generally, you will keep the same Personal Tutor throughout your studies at the University. If your Personal Tutor is not available for any reason, you should contact either the Academic Course Leader and or Student Centres for advice.

2.4 Coaches in Practice (CiP)

CiPs support SNAs in practice placements, either all placements (**DENA**) or away placements (**HANA**). They will work with the practice educators on your placements to ensure you have the optimum learning experience.

2.5 The Course Team

Although you will be taught by and supported by many nursing lecturers as well as lecturers from other professions and fields, the FdSc Nursing Associate course has a core team, who will support you over the course of your studies. We are all nurses registered with the NMC with a wide variety of experience throughout our careers.



Clare Kirkpatrick

Senior Lecturer & Academic Course Leader

ckirkpatrick1@glos.ac.uk



Claire Underwood

Senior Lecturer

cunderwood1@glos.ac.uk



Moira Walker

Senior Lecturer

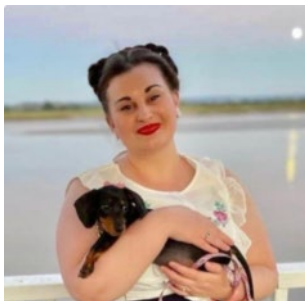
mwalker2@glos.ac.uk



Ruth Treharne

Lecturer

rtreharne@glos.ac.uk



Gabriella D'Amato

Lecturer

gdamato@glos.ac.uk

3. Defining Terms

This course is accessible via two possible routes:

- Direct Entry (DENA) (NMC Option A) – your course is funded directly by yourself or by a student loan
- Higher Apprenticeship (HANA) (NMC Option B) – your course is funded through the apprenticeship route and supported by your employer

There are some minor differences in course provision depending on which route you are taking and these will be indicated throughout this guide and your course by the abbreviations DENA and HANA.

4. About the University of Gloucestershire (UoG) and the School of Education, Health and Science (SoEHS)

UoG is a vibrant and friendly university welcoming students from all over the world. Our smaller size means we have a strong sense of community with outstanding support systems that enable students to thrive.

Our four campuses are set across the city of Gloucester ([Oxstalls](#) and [City Campus](#)) and its neighbouring town of Cheltenham ([Park](#) and [Francis Close Hall](#)) on the edge of the Cotswolds, the UK's largest Area of Outstanding Natural Beauty. Our unique location is well connected by road, rail and air, with Bristol and Birmingham within an hour's reach.

With a tradition of education stretching back to 1847, teaching has been our business for more than 175 years. Prior to achieving university status in 2001 we have had an interesting and mixed history as an educational institute. Originally founded by Reverend Francis Close, we began life as the Cheltenham Training College at the site that has since become our Francis Close Hall campus (FCH). Since then, we have evolved through a number of phases, from becoming the St Paul's and St Mary's Colleges in 1921, to becoming the Cheltenham and Gloucester College of Higher Education in 1990. Today the university warmly welcomes staff and students of all faiths and none, while still maintaining a close affiliation with our Christian heritage. You'll find a [Faith Space](#) at each of our primary campuses, including the chapel at FCH, all of which operate an 'open to all' policy.

UoG is divided into 3 academic schools. Each of these schools is responsible for a range of

undergraduate and postgraduate courses as well as conducting specialist research and developing commercial activities:

- School of Arts, Culture and Environment
- School of Business, Computing and Social Sciences
- School of Education, Health and Science

The School of Education, Health and Science, based at Oxstalls Campus in Gloucester, is home to a range of courses across education, teacher education, health & social care, natural and sport sciences. The nursing portfolio of courses sits within this school. Having a range of disciplines within one school enables the inter-disciplinary teaching and collaborative working essential for a multidisciplinary healthcare environment. The school aims to provide students with the knowledge, skills and values to enter their professional field. The aim is to develop a workforce that will deliver an excellent service to individuals and families accessing health care services.

The nursing courses we offer at UoG are:

- BSc (Hons) Adult Nursing
- BSc (Hons) Adult Nursing (Blended)
- BSc (Hons) Learning Disability Nursing
- BSc (Hons) Mental Health Nursing
- FdSc Nursing Associate

As part of the nursing portfolio within the school, the FdSc Nursing Associate course is designed to align well with the BSc (Hons) courses and, if you are successful in completing your FdSc Nursing Associate course, you will be eligible to be interviewed for a space on one of the BSc (Hons) nursing courses and would only need to complete the last half of the course in order to be able to become a registered nurse.

5. About the FdSc Nursing Associate Course

5.1 Introduction

This two-year course has been developed to encompass the changes that have taken place in the nurse education landscape, which includes changes to the standards of education by the Nursing and Midwifery Council (NMC), development of Higher and Degree

Apprenticeships and the creation of the nursing associate role. Every module is designed to work together to ensure that students meet all the requirements of six platforms of the [NMC Standards of Proficiency for Nursing Associates \(NMC, 2018\)](#).

- Platform 1: Being an accountable professional
- Platform 2: Promoting health and preventing ill health
- Platform 3: Provide and monitor care
- Platform 4: Working in teams
- Platform 5: Improving safety and quality of care
- Platform 6: Contributing to integrated care

Additionally, due to our strong history of supporting higher apprentices on this course, we are fully committed to supporting students with non-traditional entry requirements or educational history to access higher education and the life-enhancing benefits of lifelong learning. To this end, certain principles are deeply embedded into every part of the course:

- Confidence-building
- Transformational, relational education
- Personal development
- Academic skill-building
- Neuro-affirming approaches

The course is also fully aligned with the five attributes of the new UoG Gloucestershire Curriculum:

- Education for Sustainability
- Inclusive Education and Practice
- Digital Education
- Professionalisation
- Global Literacy

At the end of the course, if successful, you will be awarded an FdSc Nursing Associate qualification and be eligible to register with the NMC as a nursing associate. It is the individual student's responsibility to register with the NMC on successful completion of the course; they have up to five years in which to do so.

5.2 Course Aim

The overall aim of this course is for you to qualify as a nursing associate who is fit to practice in the widest range of settings, while being equipped with specific knowledge and skills. By the end of the course, you will embody the 6 Cs of Care – compassion, caring, communication, competence, courage and commitment – and be academically qualified at level 5 to deliver a wide range of clinical care and inter-personal skills underpinned by a systematic knowledge base. You will be able to practice safely and effectively within the parameters of your practice, demonstrating appropriate values and behaviours in a wide range of health and care settings.

5.3 Course Learning Outcomes

The course consists of 240 CATs of study over two years: Level 4 in year 1 and Level 5 in year 2.

By the end of Level 4 students should be able to:

1. Recognise the role of a nursing associate as an accountable professional, delivering evidence-based person-centred care
2. Describe the importance of promoting wellbeing and preventing ill-health for themselves and the people they care for
3. Demonstrate the ability to continually monitor and provide compassionate, safe and effective care in a range of health and social care settings
4. Apply their developing knowledge, skills and behaviours as a pre-registration nursing associate in practice

By the end of Level 5 students should be able to:

1. Appraise the safety, effectiveness and sustainability of care delivered by nursing associates
2. Evaluate the role of the nursing associate in contributing to integrated care to meet the needs of people across health and social care settings
3. Examine how the development of professionalism supports the nursing associate to act as a role model and supervisor for nursing associate students and those new to care roles
4. Analyse the importance of working in partnership in order to support individuals, their families and carers to manage their own care by encouraging shared

decision-making

5. Demonstrate application of developed knowledge, skills and behaviours as a Pre-registration nursing associate in practice

5.4 Course Structure

HANA: As an apprentice SNA, you will be based in your place of employment for the majority of your course, being released most weeks for 1.5 days of teaching on campus and for four six-week periods of away placement. The NMC requires you to complete:

- 1150 hours of theory learning
- 1150 hours of protected learning time in practice
 - 460 hours of that MUST be in away placements – a variety of environments different from your base placement
 - The rest of the hours (approx. 690h) should be made up with learning experiences and supernumerary or spoke days negotiated with and supported by your practice assessor on your base placement

The HANA course planner can be found in Appendix I. You are encouraged to share this document and the planner with your employer as soon as possible and think about the most appropriate times to book your annual leave. You should not take leave during away placement periods and should try to avoid teaching weeks.

DENA: As a direct entry SNA, you will attend all university days alongside your HANA counterparts and will develop your practice-based learning across four longer practice placements. The NMC requires you to complete:

- 1150 hours of theory learning
- 1150 hours of practice learning on placement

The DENA course planner can be found in Appendix II.

Both **HANA** and **DENA** students will study the same eight academic modules, each of which is worth 30 academic credits. You will study two modules each semester (there are two semesters each year), one of which will be a practice-based module where you will be assessed on your academic learning as well as your practice-based learning. You need to pass all year one (NMC 'Part 1') practice-based modules in order to progress to year two

(NMC 'Part 2'); and you need to pass all eight modules in order to complete the course.

5.5 Course Planners

Your course planners detail when you will be on placement (DENA) or away placement (HANA); which weeks you will have university study days; and which modules you will be studying each semester.

It is not advisable to print out copies of your course planner, in case any changes are made at any point. If you do print out a copy of your course planner, you should print it in colour. The planner is subject to change and the version stored in your cohort Teams SharePoint will always be the most up-to-date version. Changes will be communicated to students and/or employers via email.

Your course planner will be talked through with you during induction week and employers of HANA SNAs have been invited to attend a pre-induction session during the summer, so they can understand the course structure as well. It is your responsibility to ensure you understand the course planner and that you use it to ensure you are available to attend all teaching and placement/away placement periods.

5.6 Course Modules

Your module and assessment dates can be found in Appendix III.

Level 4 (Year 1): 120 Credits		
NA4101 Transition to Undergraduate Nursing Associate	30 Credits	SEM 1
NA4102 Developing Professionalism	30 Credits	SEM 1
NA4103 Understanding Research to Inform Evidence-Based Practice	30 Credits	SEM 2
NA4104 Foundations of Anatomy, Physiology and Pathophysiology to Support Clinical Assessment Across the Lifespan	30 Credits	SEM 2

Level 5 (Year 2): 120 Credits		
NA5101 Managing Risk and Sustainability in Health and Social Care	30 Credits	SEM 1
NA5102 Promoting Health and Preventing Ill Health	30 Credits	SEM 1
NA5103 Preparing to Become a Professional Registrant	30 Credits	SEM 2
NA5104 Exploring the Nursing Associate Role in Influencing Practice	30 Credits	SEM 2

5.6.1 Year 1 Modules (Level 4)

NA4101 Transition to Undergraduate Nursing Associate

This module will prepare you for your role as a nursing associate, supporting you to develop into an independent adult learner with the skills you will need throughout your professional career. This includes academic skills such as critical thinking, questioning and arguing effectively as well as life skills such as managing emotions, self-care and work-life balance. During the module you will cover numeracy, medicines management and clinical skills in university-based learning environments. Practice based learning experiences will provide opportunity for you to work towards completion of your electronic Practice Assessment Document (ePAD) as evidence of your learning in practice.

By passing this module, as a student you should be able to:

1. Demonstrate academic skills to support evidence-based practice and their own learning and development in the role of an undergraduate nursing associate
2. Discuss the importance of self-awareness, self-management and reflection to both personal and professional growth and development
3. Employ ICT and documentation skills to support learning and effective practice
4. Use the nursing process to identify responsive communication and assessment skills in providing and monitoring safe, effective care
5. Demonstrate professional values in practice in the provision of safe person-centred care

NA4102 Developing Professionalism

This module lays the foundations for how you use the theory to inform and enhance your practice. You will learn the fundamentals of accountability and professionalism required by the NMC as well as how to approach nursing care, building trusting relationships and communicating effectively with a wide range of other people including the people you care for, their carers, your colleagues and other members of the multidisciplinary team to ensure you can deliver safe and effective care.

By passing this module, as a student you should be able to:

1. Demonstrate an understanding of how legal, professional, regulatory and governance frameworks enable the nursing associate to deliver safe, effective care
2. Discuss the role of the nursing associate in the delivery of non-discriminatory, person-centred, sensitive care and advocacy

3. Explain the importance of accountability, transparency, and the Duty of Candour to ensure safe person-centred practice and the prevention of harm
4. Discuss the concept of person-centred care considering the fundamentals of care to meet basic needs of individuals, while adopting a principled approach that demonstrates respect for diversity and individual preference

NA4103 Understanding Research to Inform evidence Based Practice

This module will enable you to understand how research is conducted and its role in underpinning safe and effective practice and service-delivery. You will be supported to develop critical thinking skills in relation to the evidence you will be expected to use to inform practice as a reflective and accountable practitioner. During the module you will build on your numeracy, medicines management and clinical skills in university-based learning environments. Practice based learning experiences will provide opportunity for you to complete your Practice Assessment Document (PAD 1) as evidence of your continued learning in practice and professional development.

By passing this module, as a student you should be able to:

1. Demonstrate an understanding of the principles of evidence-based practice and be able to relate this to the role of the nursing associate
2. Identify key features of methodological design in both qualitative and quantitative approaches to research and discuss ethical considerations
3. Discuss the importance of service-user and carer involvement within the research process to monitor the effectiveness of care
4. Demonstrate skills of numeracy to support medicines management through achieving a minimum of 80% in safeMedicate numeracy exam
5. Completion of the England Nursing Associate Practice Assessment Document (PAD 1), demonstrating achievement of all Placement 2 Professional Values in Practice, Episode of Care 2, Medicines Management and 100% proficiencies

NA4104 Foundations of Anatomy, Physiology and Pathophysiology to Support Clinical Assessment Across the Lifespan

This module introduces you to the structure and function of the human body. You will gain insight into how the body responds to internal and external influences and a range of illnesses, which are commonly seen in today's communities. You will learn how to apply this knowledge to the assessment and care of someone who is acutely unwell either physically and/or mentally or who is actively dying.

By passing this module, as a student you should be able to:

1. Describe and explore the basic anatomy and physiology of major organ systems within the human body
2. Identify and apply knowledge of homeostatic control mechanisms and their effect on the systems of the body
3. Apply anatomy, physiology and pathophysiology knowledge to the assessment and care of service users
4. Describe appropriate decision making and escalation within the scope of a practising nursing associate

5.6.2 Year 2 Modules (Level 5)

NA5101 Managing Risk and Sustainability in Health and Social Care

This module will deepen your understanding of the complexities of risk management and how it impacts not only individual patients but also the wider context – locally, nationally and globally. The module will guide you to critically consider how risk legislation, regulation and local, national and global policy affects the delivery of safe, effective and sustainable health and social care. You will further develop numeracy, medicines management and clinical skills in university-based learning environments. Practice based learning experiences will provide opportunity for you to work towards completion of your electronic Practice Assessment Document (ePAD Part 2) as evidence of your continued learning in practice and professional development.

By passing this module, as a student you should be able to:

1. Critically analyse the assessment and management of risk in health and social care
2. Evaluate the application of safety legislation, regulations, and local, national and global policy to the maintenance of safe work and care environments
3. Assess the role of the nursing associate in relation to the escalation of potential hazards and risks that may affect the ability to deliver safe and effective health and social care
4. Discuss the role of Sustainability within contemporary health and social care
5. Utilise the England Nursing Associate Practice Assessment Document (PAD 2) to demonstrate achievement of all Placement One Professional Values and Episode of Care 1, inclusive of associated proficiencies

NA5102 Promoting Health and Preventing Ill Health

This module aims to develop an understanding of your role as a nursing associate within the wider context of health and social care and how the complexities of biopsychosocial systems impact on the people we care for. During the module, you will explore the role of the nursing associate in relation to health promotion and preventing ill health in the population.

By passing this module, as a student you should be able to:

1. Evaluate the nursing associate role on promoting health, preventing ill health and empowering people to manage their own health and wellbeing
2. Appraise a range of ethico-legal issues that arise when delivering relationship-centred health and social care across the lifespan
3. Analyse issues surrounding health behaviours and accessibility to health and social care services
4. Evaluate the impact of broader global issues on local and national health and wellbeing
5. Examine how a range of services work together to support integrated care and their role within it

NA5103 Preparing to Become a Professional Registrant

This module will give you the tools to enter the profession as a registered nursing associate with confidence in your role within the interdisciplinary team and the skills to continue lifelong learning and development. This module also supports you practically in your final placement of the course. You will consolidate your numeracy, medicines management and clinical skills in the university and your practice assessor will work with you to complete your Practice Assessment Document as evidence of your continued learning in practice and professional development. This module will ask you to consider how you contribute to improving practice and prepare for registration.

By passing this module, as a student you should be able to:

1. Critically examine the role of the nursing associate in acting as a role model and supervisor for nursing associate students and those new to care roles
2. Critically reflect on own practice in preparation for professional registration and lifelong learning
3. Analyse the demands of professional practice and the importance of recognising and responding to signs of vulnerability in themselves and their colleagues
4. Demonstrate skills of numeracy to support medicines management through achieving

a minimum of 100% in safeMedicate numeracy exam

5. Completion of the England Nursing Associate Practice Assessment Document (PAD 2), demonstrating achievement of all part 2 Professional Values in Practice, Episode of Care, Medicines Management and 100% of proficiencies

NA5104 Exploring the Nursing Associate Role in Influencing Practice

This module will allow you to explore the different sources of health and social care policy and where they come from. You will investigate how the quality and effectiveness of care is evaluated in practice to support continuous development and improvement in the delivery of quality health and social care. You will be introduced to change theories and consider your own role in supporting change to improve practice.

By passing this module, as a student you should be able to:

1. Explore the role of the registered nursing associate in managing change as part of continuous improvement when delivering quality care services
2. Appraise how governance and quality frameworks support the development, innovation and delivery of sustainable, evidence-based health care
3. Critically evaluate the role of the registered nursing associate in supporting service improvement strategies
4. Explore the value and application of service user engagement as part of continuous quality improvement
5. Assess the impact nursing associates have on others and the care they deliver in their professional role

5.7 Assessment

5.7.1 Course Assessment Principles

Because students all learn and demonstrate their understanding in different ways, summative module assessments on this course have been planned to include a variety of strategies: ranging from examinations, essays, oral exams, projects, portfolios, presentations, and clinical competence. All module summative assessments are compulsory and are designed to evidence that you have met the learning outcomes. You will be supported closely by the module lead and tutors to feel confidently prepared for each assessment. We recognise that for many students, the idea of assessment is very uncomfortable or even frightening so we have developed multiple strategies to help you

develop academic confidence around assessment.

These strategies include:

- Detailed assessment introduction during each module launch session. Where possible, this is recorded so you can refer back to it
- Formative assessments throughout each module. These will take varying forms and may include one off opportunities to produce work and receive feedback (but not a grade) on it; or may be multiple episodes of group or individual work during class time where you can assess your own understanding. It is important that you engage with the formative assessment process because they are all designed to support you to achieve strong passes with your summative assessments
- Summative assessment workshops. These take place towards the end of the module teaching and may or may not include individual or group tutorials to ensure you feel confident you understand how to approach the summative assessment. These workshops are recorded where possible so you can refer back to it.

You should also make use of the extensive support offered by the [Study Skills team at UoG](#).

The pass mark for graded assessments is 40%. If you achieve a mark of 1-39%, you will be entitled to a reassessment opportunity. If you fail to submit anything for an assessment or if you fail a reassessment, progression may be affected and you should seek advice from Student Centres and the Academic Course Leader regarding available options. Further information about UoG Assessment Strategy can be found in the [Academic Regulations for Taught Provision](#), including information about grading standards, late submissions (which carry a penalty), word limits (exceeding which carries a penalty) and moderation processes.

5.7.2 Assessment Submission

All assessments require you to submit something to Moodle (the university's Virtual Learning Environment – see section 7). There will be a **summative assessment point** for each assessment on each module (some modules have more than one assessment point) and it is essential that you follow the instructions for each assessment very carefully. Failure to submit correctly may result in you failing that assessment. How and what to submit will be explained clearly to you during module launches and summative assessment prep workshops.

5.7.3 Extenuating Circumstances

Extenuating circumstances are unforeseen factors affecting your ability to complete assessment to the normal schedule. It is your responsibility to submit evidence, following the published procedures and to the specified deadlines, in support of any claim for extenuating circumstances that may affect your ability to undertake assessment. Normally, where a claim for extenuating circumstances affecting coursework has been approved, the student will be offered an extension for completion of their work. For further information, please see the university's [Extenuating Circumstances Policy](#).

5.7.4 Assessment Feedback

All academic course summative assessments are graded using a rigorously designed marking grid, which you will be introduced to during module launches and expected to engage with throughout the course of assessment preparation. The marking grids also include extensive and specific developmental feedback where markers will clarify how they have arrived at your grade and what you need to work on to improve on your next assessment. Students are expected to take responsibility for engaging proactively with their feedback and are encouraged to discuss it with personal tutors during personal tutor meetings.

Practice assessments are not graded but are marked against a module-specific ePAD Summative Assessment document, which ensures you are taking every opportunity to learn proactively when on placement.

You can expect to receive your grade and feedback via Moodle (See section 7) within 20 working days of the submission deadline. Grades are not confirmed at this point but are finalised at the next Module Board of Examiners. It is extremely rare for grades to change, however.

5.7.5 Numeracy Assessment

The NMC require all registrants to undertake regular medications-related numeracy assessments. They require SNAs to achieve 80% during their first year and 100% during their final year. At UoG, we use a programme called safeMedicate, which is extremely well designed to train you in drug-calculations and to assess you according to NMC standards. We recognise that, for many students, the thought of doing maths assessments is extremely unsettling. However, safeMedicate really is a very supportive programme and even students

who really fear maths find that they build confidence and are able to achieve the NMC's requirements. Your numeracy assessments are attached to your practice-based modules and you will have an opportunity every day of the module to complete a formative (practice) assessment on safeMedicate. You will also have four summative numeracy assessment attempts in each year – two per semester.

5.7.6 Referencing

Academic work demands that students read widely and consider the work of other writers and researchers when preparing assignments. Using this work without acknowledgement is considered as stealing the ideas of other people and is called plagiarism and falls under the umbrella of academic misconduct. It is, therefore, very important that students acknowledge ideas and opinions that belong to a particular author. This procedure is called referencing and it is important that students use the appropriate referencing convention. Nursing courses at UoG use the [University of Gloucestershire Harvard Referencing System](#). You will be taught about referencing in depth throughout your course, but you are responsible for ensuring you understand the rules around attribution of work and adhere to them. Support for searching for and using literature effectively, including how to reference accurately, can be found on the university's [library webpages](#).

5.7.7 Academic Misconduct

Academic misconduct is any action taken by a student which gives, or has the potential to give, an unfair advantage in an examination or assessment, or any activity that is likely to undermine the integrity of scholarship and research. In order to uphold the integrity of the awards granted by UoG, the university takes all incidents of academic misconduct seriously, and so it is important for students to understand how to avoid it. You can find more information on this on the university's [Avoiding Academic Misconduct webpage](#).

6. Learning and Assessment in Practice

6.1 Expectations of Practice Learning

Before you can begin your first placement (or away placement for HANA students), there are some conditions that need to be met and mandatory learning that you need to complete. Details can be found on the [Student Preparation for Practice webpage](#).

6.1.1 NMC Standards for Student Supervision and Assessment

As well as regulating the academic elements of your course, the NMC also lay out the standards expected from practice-based learning for student nurses and student nursing associates: [Standards for student supervision and assessment](#). Our placements team and CiPs work together with your academic team to ensure you are able to get the most out of your practice experiences. All information about how your practice placements are organised and supported can be found on the [UoG Practice Support webpages](#).

6.1.2 Professional Expectations in Practice

While we expect high standards of practice-based teaching and assessing according to the [NHS England Safe Learning Environment Charter](#), you also have a responsibility to meet certain expectations while learning in practice. You are required to work within the policies and procedures of any clinical environment that you are placed in, including working to their shift patterns. You are expected to behave professionally at all times, upholding the principles of the [NMC Code \(2018\)](#) and adhering to the NMC Professional Values in Practice as laid out in your electronic Practice Assessment Document (ePAD). You will be assessed against these values as well as other criteria by your practice supervisors and practice assessor.

6.1.3 Uniforms and Appearance in Practice

Students will be provided with a University of Gloucestershire uniform during induction week and arrangements will be made for uniform fitting at that time. Uniforms are an important part of professional identity and help colleagues, service users and carers to recognise your role as an SNA. **DENA students** are required to wear their university uniform during all practice placements. **HANA students** are required to wear their university uniform during all away placements and are strongly encouraged to wear it during spoke experiences, supernumerary learning opportunities and within their base placement wherever possible. Wearing your uniform consistently helps to clearly identify your learner role within the team and supports both your professional development and the wider understanding of the nursing associate role within practice settings. All students are also expected to wear the university uniform when attending clinical skills and simulation activities on campus unless otherwise advised.

Students must maintain a professional appearance at all times in accordance with local

placement provider policies and infection prevention and control requirements. This includes being "bare below the elbows" when delivering care, maintaining good personal hygiene, ensuring uniforms are clean and presentable, wearing appropriate footwear, displaying identification badges when required, and adhering to local policies regarding jewellery, nails, tattoos, hair and other aspects of appearance. Students are responsible for familiarising themselves with and following the policies of each placement area.

6.1.4 Professional Suitability and Fitness to Practise

Failure to meet expected standards of conduct may result in you failing your practice assessments and associated practice-based modules. Continued failure to meet these standards may result in referral to the UoG Fitness to Practise procedures. Fitness to Practise procedures are designed to protect the public and to ensure students will be safe to practice upon completion of the course. A referral may be due to misconduct demonstrated whilst at university, on placement, or whilst away from either of these activities, for example during personal time. The UoG Fitness to Practise procedures can be found here:

[Professional Suitability and Fitness to Practise.](#)

6.2 Practice Assessors and Practice Supervisors

On each placement, you will be allocated a Practice Assessor, who must be a nurse or nursing associate registered with the NMC and who has completed UoG Practice Assessor training. Their job is to oversee your learning during the time you are on that placement. You may not work with them very much and, in fact, are expected to seek out opportunities to work with a wide variety of other professionals. Whenever you work with a registered health and social professional, they will be acting as a Practice Supervisor. Practice Supervisors can be any registered health and social care professional e.g. a paramedic, a doctor, a physiotherapist as well as other registered nurses and nursing associates. They should feedback to your Practice Assessor using your ePAD to do so. This enables your Practice Assessor to evaluate your practice learning. You can also, and are expected to, gather feedback from other people you work with – e.g. service users, relatives, healthcare support workers. As mentioned above, the CiP team will support you and your Practice Assessor to ensure you have a good learning experience on each placement. However, ultimately, it is your responsibility to build good working relationships with the team you are placed with and embrace all opportunities and to seek support in a timely manner to ensure any issues can be addressed early. You can speak to your CiP for that placement or to your Personal Tutor.

7. Communication

It is essential that you familiarise yourself with all the communication routes and platforms used at UoG. Failure to take responsibility for proactive engagement in these systems and processes could have significant consequences for your ability to complete the course successfully.

7.1 Communication with your lecturer team

The lecturers on your course are based on the Oxstalls campus and sometimes work from home. We can be contacted at any time, and you can expect a response within two working days. It is important that you set up notifications on your phone for your emails and MS Teams, so you don't miss any important communications from us.

7.1.1 Email

Email should be used to communicate anything formal:

- We will always use email to communicate anything formal such as assessment details
- You should always use email to communicate about absences from university study days – in this instance you should include the whole lecturer team (Clare K, Claire U, Moira, Ruth and Gabi) to ensure that your absence is recorded accurately even if one of us is on leave when your email arrives
- Email is the correct route for communication with any other UoG staff e.g. Student Services

Important points to note regarding email:

1. Always use your university email address for university communication – emails sent from non-university email addresses may not be responded to
2. Your emails should always have a signature attached, stating your name, your cohort and, for HANA students, your place of employment.
3. Always check you are using the correct email addresses (some of us have student email addresses as well and emails sent to those will not be read)
4. We strongly advise you to cc in another appropriate team member e.g. another module tutor or the ACL in case the person you are emailing is on leave
5. Ensure student records has a record of your personal (not work) email address

7.1.2 MS Teams

MS Teams can be used for any informal communications. Your cohort will have its own MS Team, where we advise you to send any informal communications that other students on your course might also benefit from hearing the answer to. MS Team members, including the lecturers, will only be notified of a post to your cohort's MS Team if you @mention either the MS Team as a whole, or the individual lecturer you want to pick up the message. We will communicate informal updates with your whole cohort via MS Teams e.g. reminders to complete pre-session work or information about upcoming events and we also use MS Teams for any online meetings and online teaching.

You can also send a private chat message to one or more of the lecturer team via MS Teams. Please bear in mind that MS Teams does not automatically share the 'out of office' email responses you will get if you send an email, so if you do not receive a response within two working days, try emailing instead and cc'ing in another team member.

7.1.3 ePAD, Aptem & Moodle

The CiPs and your Practice Assessors may communicate via ePAD. Aptem (for HANA students) and Moodle may also be used for communication. Please ensure your settings on each platform ensure you will receive email notifications of communications sent through them so you do not miss anything.

7.1.4 In-person

There is usually one or more lecturers working on campus on any given day. Please feel free to ask us via email or Teams if someone can meet you in person and we will ensure we do all we can to accommodate that on the day.

7.2 University Online

7.2.1 University WiFi

The University of Gloucestershire is a member of the international roaming service – eduroam. eduroam provides the infrastructure that allows students and staff at the University of Gloucestershire to login at any participating institution using their UoG username and password. Further information can be found on the [UoG eduroam webpages](#).

7.2.2 MyGlos

MyGlos is the hub webpage and app for your time at UoG. Whether you're checking your timetable or staying up to date with what's happening on campus, it's all available in one place on MyGlos.

You can use the MyGlos on the web or install the app on your mobile to do all this and more:

- Enrol on your course and choose modules
- Find helpful guides and campus maps
- See what's going on with uni news and events
- Check your timetable
- Submit assessments online
- Find library resources and how-to instructions
- Sort your finances and get money advice
- Get support with your study skills, Careers and Employability and your wellbeing
- Join Students' Union societies, events and sports teams

If you're starting at the university soon, all you'll need to access the MyGlos app is your student id (S number) and password. Further information can be found on the [MyGlos webpages](#).

7.2.3 Moodle

Moodle is University of Gloucestershire's virtual learning environment. To access this platform, visit moodle.glos.ac.uk.

Each module has its own Moodle page, which will have all the information you require to study and pass that module, including pre- and post-session work, resources for each session, assessment information and, most importantly, your assessment submission points.

Your cohort also has a Hub Page on Moodle, where you can find resources from induction week, most of the information included in this course guide, and links to each of your Module Moodle pages.

7.2.4 ePAD and Aptem

All students are required to capture evidence of their learning and progress throughout the

course to meet the NMC's requirements for registration. Practice learning is captured via ePAD and, if you are a HANA student, you will need to evidence your progress via Aptem as well.

During induction week, we will ensure you understand how to use both platforms (DENA students do not need to use Aptem) but it is your responsibility to become familiar with them as soon as possible and to engage proactively with them throughout your studies. All the information about ePAD and Aptem will be found on your cohort's Moodle Hub Page.

7.2.5 Student Records Online (SRO)

Moodle and MyGlos are both linked to your student record, stored on Student Records Online (SRO). You can also access your own record this way. You are responsible for ensuring your details are correct on SRO. Your official academic transcript (the credits you achieve as part of the Credit Accumulation and Transfer Scheme) can be found on SRO.

7.3 Social Media

Students are expected to maintain professional standards in person, online and on social media, whether identifiable as a University of Gloucestershire student or not. Confidentiality must be maintained at all times, and service users, carers, colleagues, placement areas and employers should never be identifiable through online posts. Students should familiarise themselves with NMC guidance on social media and professional conduct.

8. Student Support at UoG

As well as the support offered by your course team and personal tutor, UoG offers a wide range of services, information and support to make your time at university as easy as possible. Our outstanding student support teams offer 1-to-1, confidential advice whenever you need it on any matter, including:

- Disability support
- Counselling
- Study skills
- Student finance
- Mental health and welfare
- Chaplaincy
- Equity, Diversity and Inclusion

- Care leavers' support

We have a chat-based digital student assistant (Nova) which provides support for students who need straightforward information, advice and guidance at any time. Nova can be accessed via MyGlos and can answer your questions quickly without needing to come onto campus or make an appointment. You can ask questions about accommodation, wellbeing, library, IT, finance, international services, assessment regulations, student life and study skills.

We have two Student Centres – one in Cheltenham and one in Gloucester – offering extensive and specialist support and guidance. Our Student Centres are the first place to visit if you need support with any aspect of student life. You can pop by when you're on campus or book an appointment with advisors either in-person or online. You can also call or email them.

The disability support team offers a range of support services to students, including:

- Prospective appointments prior to entry at the University
- Advice on diagnosing specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia, ADHD and autism
- Support with applying for the Disabled Students' Allowance (DSA)
- Advice on disability access
- Liaison with academic staff and student services regarding support needs or reasonable adjustments
- Support for apprentices.

All information about the extensive student support offered by UoG can be found via MyGlos and through [the Student Services webpages](#).

9. Quality Assurance and Improvement

The University holds Degree Awarding Powers that enable it to confer both taught and research degrees. As an independent body, it has overall responsibility for the academic standards and quality of the qualifications it awards wherever and in whatever context that award is conferred, including those awards validated for collaborative partners. The University has a well-deserved reputation for providing high quality and respected higher education. The [UoG Quality Framework](#) describes how it sets and maintains robust

academic standards, and assures and enhances the quality of learning opportunities.

As an NMC validated course and an apprenticeship programme, the course is also subject to external quality assurance by NMC, Skills England and Ofsted.

9.1 Quality Assurance Processes

9.1.1 External Examiners

External examiners (EE) with expertise in the subject and level of a course ensures an independent view is sought and integrated into all our course processes. Our EE works with us to ensure our moderation processes are robust, our course and module materials are supportive and effective and challenges us to consider our course from other perspectives. Our EE may speak to students and will view a sample of work from each assessment as well as the module reports completed by module leaders and submit their own professional feedback on the teaching and assessment on that module. This means we are able to continually improve our course delivery.

9.1.2 Module Boards of Examiners (MBEs)

MBEs take place at the end of an assessment cycle to consider marks from modules completed that semester. They are attended by module leaders, members of the UoG quality team, professional services, and External Examiners. The MBE is the formal process by which marks are confirmed for assignments submitted, and also considers:

- the overall performance of the students in relation to their peers in comparable subjects
- the strengths and weaknesses of the student body,
- the quality of knowledge and skills (both general and subject specific) demonstrated by the students
- the structure, organisation, design and marking of all assessments
- the quality of teaching as indicated by student performance, module reports and EE reports
- the curriculum, syllabus, teaching methods and resources of the modules and/or subject
- any other recommendations arising from the assessment process

9.1.3 Completers' Board

Completers' Boards are held at the end of the programme, after the final MBE. They are attended by the ACL, members of the UoG quality team and the professional services team. This board ensures all students at the end of their programme have completed all the elements required to receive their final award.

9.1.4 Award and Progression Panel

The APP takes place following an MBE and the Completers' Board to confirm student progression to the next year and student awards at the end of the course. It is attended by Senior Tutors, members of the UoG quality team and the professional services team.

9.2 Student Voice and Experience

It's essential to us as a team that our course not only meets UoG, Office for Students, NMC and Skills England standards, but that it meets your needs as a learner. To that end, we have a robust and thorough co-production model through which you and your fellow students can help us to shape your course while you are studying it and for those coming after you. A 'map' of how you will be contributing to continuous quality improvement over the course of your studies can be found in Appendix IV.

9.2.1 Course Representatives

A Course Rep works with staff in the UoG Students' Union (SU) and on your course to improve the academic lives of students. They gather feedback from course-mates in whatever way works best for that group, then take it to 1–2 meetings each semester with course and module staff. The aim is simple: turn feedback into solutions that benefit both students and staff using a process that is independent from the university.

Course reps are elected by the cohort during induction and will be briefed about their role by the academic course leader and SU. This is a fantastic opportunity to build your leadership and quality improvement skills. Every rep gets a one-hour induction and there are ten optional skills workshops to build confidence and boost employability. There is even the option to work towards Bronze, Silver or Gold awards that recognise your involvement, which is great for a CV or LinkedIn. On average, the role takes only 4–5 voluntary hours a month but has the capacity to contribute enormously not only to the quality of the course but also to your own professional and personal development. More information can be found on the [Student Rep SU Webpages](#).

9.2.2 Module Co-production

There are two opportunities during each module where you can help us to build the module and course that works for you. The mid-module co-production point gives us a chance to make changes for the second half of the module and the end-module co-production point ensures we can make changes for the next run of the module and take the learning into your next modules. At each point, you will have an opportunity to discuss your thoughts and ideas with your peers before anonymously completing a very short online co-production form so we can capture your thoughts and ideas formally.

9.2.3 National Student Survey (NSS) & Focus Groups

NSS is a UK-wide, official anonymous survey that asks final-year students to share their feedback on their course and institution. This is not about module improvement, but about course improvement. We take the results of each NSS very seriously and use them to inform quality improvement on our course. However, as it is only completed in your final year, we want to have the chance to work with you to make improvements while you are still studying with us. Therefore, at the end of each semester, your cohort will engage in an NSS focus group, where we will look at some of the most pressing questions included in the NSS that have been highlighted by the last cohort to complete it. We will be asking you what you think we need to do to improve in those specific areas.

In your final year, you will get your turn to complete the NSS. This is your opportunity to give your honest feedback about what it has been like to study on your course at your university or college. It is published every year and is a rich source of information about your higher education experience. The survey is a key component of the quality assurance and wider regulatory landscape in UK higher education. As students, you have a powerful collective voice that will help shape the future of your course and your university/college for current and prospective students. Further information can be found on the [NSS website](#).

9.2.4 Annual Course Evaluation (ACE)

In your first year, you will be invited to complete the UoG's Annual Course Evaluation survey. This survey is for all undergraduate students who were not eligible for this year's National Student Survey (NSS) and gives you an anonymous opportunity to have your thoughts on your course heard by the university and us an opportunity to make changes for your second year.

10. Concerns, Appeals & Complaints

If you have concerns or complaints about any aspect of the course, university or placement, you have several routes open to you. Firstly, we hope you will always feel that you can discuss concerns with your personal tutor and/or the ACL. Concerns about practice placement can also be taken to your CiP. However, if you need to, you also have our course Student Voice and Experience process, and you can also talk confidentially to your student rep or the SU. If you feel you need to raise your concerns further, there are other clear routes available to you all linked below:

- [Academic Appeals and Student Complaints](#)
- [Raising concerns about your experiences in placement](#)
- [Student Union advice on raising concerns](#)

11. Attendance Monitoring

The University is required to monitor the attendance of students. Students are expected to attend all scheduled theory and practice learning activities. We recognise that illness and exceptional circumstances can occur; however, missed hours must be reported appropriately (see section 7) and may need to be recovered to meet NMC requirements. HANA students are also under further obligation to attend as university days fall within their contracted hours and not attending university without informing their employers may be subject to employer investigation under local attendance and employment procedures.

Of course, we recognise that occasionally situations may arise which mean students cannot attend university days e.g. sickness. In this instance, you should contact all the course teaching team via email as detailed in section 7.

Further information can be found on the [Attendance and Engagement Monitoring webpage](#).

12. Supported Study Procedures, Interruption of Studies & Withdrawal

UoG has a clear process to support students who may be struggling during their course for any reason. The Supported Study Procedures (SSP) relate to the additional support required to enable a student to fully and satisfactorily participate in relation to their academic studies and student life at the University. We are committed to supporting students' wellbeing, to sustain progress in a supportive environment and recognises that a positive approach is sometimes required in order to assist an individual during a period of need while being mindful of the need to ensure all are safe.

These procedures:

- are not punitive but are designed to support students. They may include an action plan and support to enable the student to continue their studies. They may require the student to interrupt their studies following stage 3 case review but with a clear plan of the conditions under which a letter from the students GP, stating they are fit to return to study, will be required to consider 'a return to study'.
- do not relate to fitness to practise. However, Professional Suitability and Fitness to Practise Procedures may be invoked separately or later in the process if relevant and deemed necessary.
- are intended to provide a suitable and co-ordinated response where other internal procedures have been explored and either identified as inappropriate (e.g., Disciplinary Procedures for Student Matters) or exhausted (e.g., extenuating circumstances procedures).
- are intended to empower staff to make a positive intervention at the earliest sign of concern about a student's wellbeing

Occasionally, events in a student's life may mean that they need a break in learning or to withdraw from the course. We will discuss interruption of studies alongside other options, including extenuating circumstances, changes to study intensity, or changes to mode of study. Staff will explain the academic, financial and contractual implications so students can make an informed decision.

Appendix I – HANA Course Planner

[illegible]

82 university sessions per year 1 induction week per year (10 sessions) + 3 sessions per week Ten sessions in induction weeks: 9.15-12.45 & 13.45-17.15 every day Weekly Session 1: Tuesday 9.15-12.45 Weekly Session 2: Tuesday 13.45-17.15 Weekly Session 3: Wednesday 9.15-12.45
--

Principles:
Away placements = 6 weeks, starting with a full week of placement with no uni days Year 2 induction week will encompass some shared teaching with the new cohort NA4104 & NA5102 in-person assessments are held during university assessment weeks
Retrieval period is for reassessments. There are no uni days but if an away placement requires retrieval, students will need to be released to attend. Final reassessment board of the academic year is usually in the first week of September There are fewer uni days for the final semester as per convention in higher education to prepare students to be more self-directed in their studies University assessment weeks: First two weeks January and first two weeks of May End of year 1 includes a skills day and a reflection session after all assessments are in There are no university days during progress weeks or holiday periods

Away Placement Hours
The NMC require 460h minimum to be on away placements. Placement to have been structured to ensure those on the minimum contract of 3 hours still have enough placement hours even if they have any sick leave over the course of their studies: 30h in week one; 19.5h in weeks 2-6 = 127.5h per placement = 510 over whole course

Please note that this planner is subject to change - please refer to www.glos.ac.uk/practicesupport for the most current version

Appendix II – DENA Course Planner

Direct Entry FdSc Nursing Associate (DENA)																																																																														
Sept26 Cohort																																																																														
Course Year 1: 2026/27																																																																														
Year	2026																								2027																																																					
Month	September				October				November				December				January				February				March				April				May				June				July				August				Sep																													
W/C	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6																										
Practice/Placement Activity									Placement 1: 202.5h								P1												Placement 2: 337.5h												P2																Retrieval Period																					
University Activity	Ind	NA4101 (inc. ePAD) & NA4102 (assessment deadlines by 18 January)																																NA4103 (inc. ePAD) & NA4104 (deadlines by 1 May)																								Retrieval Period No uni days																				
Course Year 2: 2027/28																																																																														
Year	2027																								2028																																																					
Month	September				October				November				December				January				February				March				April				May				June				July				August				Sep																													
W/C	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	28	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4																										
Practice/Placement Activity					Placement 3: 337.5h												P3												Placement 4: 337.5h												P4																Retrieval Period																					
University Activity	Ind	NA5101 (inc. ePAD) & NA5102 (assessment deadlines by 17 January)																																NA5103 (inc. ePAD) & NA5104 (non-practice assessments deadlines before 15 May; ePAD 29 May)																								End									Retrieval Period No uni days											

82 university sessions per year 1 induction week per year (10 sessions) + 3 sessions per week
Ten sessions in induction weeks: 9.15-12.45 & 13.45-17.15 every day
Weekly Session 1: Tuesday 9.15-12.45
Weekly Session 2: Tuesday 13.45-17.15
Weekly Session 3: Wednesday 9.15-12.45

Planner Principles
Year 2 induction week will encompass some shared teaching with the new cohort
NA4104 & NA5102 in-person assessments are held during university assessment weeks
Retrieval period is for reassessments. There are no uni days but if a placement requires retrieval, students will need to be available to attend.
Final reassessment board of the academic year is usually in the first week of September
Fewer uni days for final semester as per convention in higher education to prepare students to be more self-directed
University assessment weeks: First two weeks January and first two weeks of May
End of year 1 includes a skills day and a reflection session after all assessments are in
There are no university days during progress weeks or holiday periods
The final sessions w/c 5 June are to ensure all students are ready to complete

Please note that this planner is subject to change - please refer to www.glos.ac.uk/practicesupport for the most current version

Placement Hours
The NMC require 1150h minimum practice learning hours for direct entry students. Placements have been structured to ensure that students still have enough placement hours even if they have any sick leave over the course of their studies: 1215h across four placements with students attending placement for an average of 22.5h per placement week.

Appendix III – Module & Assessment Dates

Induction date: 14 September 2026						
Module Code	Module Title	Delivery From (Date)	Delivery To (Date)	Assessment Number	Assessment Type	Assessment Submission Date
NA4101	Transition to Undergraduate Nursing Associate	21-Sep-26	18-Jan-27	001	Assignment	11-Jan-27
				002	Practical	18-Jan-27
NA4102	Developing Professionalism	21-Sep-26	09-Nov-26	001	Assignment	09-Nov-26
NA4103	Understanding Research to Inform Evidence Based Practice	25-Jan-27	01-Jun-27	001	Presentation	09-Mar-27
				002	Practical	01-Jun-27
				003	Numeracy	01-Jun-27
NA4104	Foundations of Anatomy, Physiology and Pathophysiology to Support Clinical Assessment Across the Lifespan	25-Jan-27	01-Jun-27	001	Unseen closed book exam	26-May-27
				002	Oral exam	25-May-27
NA5101	Managing Risk and Sustainability in Health and Social Care	13-Sep-27	17-Jan-27	001	Assignment	01-Nov-27
				002	Practical	17-Jan-28
NA5102	Promoting Health and Preventing Ill Health	13-Sep-27	12-Jan-27	001	Presentation	11-Jan-28
				002	Assignment	10-Jan-28
NA5103	Preparing to Become a Professional Registrant	24-Jan-28	29-May-28	001	Assignment	15-May-28
				002	Practical	29-May-28
				003	Numeracy	29-May-28
NA5104	Exploring the Nursing Associate Role in Influencing Practice	24-Jan-28	20-Mar-28	001	Assignment	20-Mar-28

Appendix IV – Student Voice & Experience Map

