

Foundation Degree Nursing Associate

Higher Apprenticeship Nursing
Associate

&

Direct Entry

Course Handbook

September 2025 Cohort

School of Education, Health and Science

www.glos.ac.uk

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Welcome and Introduction

Welcome to the School of Education, Health and Science. We are delighted that you have chosen to study with us. The programme has been developed and coproduced with our partners: Gloucestershire Hospitals NHS Foundation Trust, Gloucestershire Health and Care NHS Foundation Trust, Gloucestershire Clinical Commissioning Group and the Order of St. John's Care Trust to drive forward and deliver education for Nursing Associates.

The creation of the Nursing Associate is 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, all of whom want a defined highly trained support role to help Registered Nurses deliver effective, safe and responsive care. The Nursing Associate will also play a key part of the multi-disciplinary workforce that is needed to respond to the future needs of the public and patients. The new role will serve as a scaffolding role to enable linear and lateral career progression across the care and nursing workforce.

The Nursing and Midwifery Council (NMC 2018) Proficiency Standards for Nursing Associates, and Institute of Apprenticeships and Technical Education Nursing Associate Apprenticeship Standard have informed the development of the Nursing Associate programme. The course has been developed in partnership to equip Nursing Associates with the breadth of skills and professional competence to support Registered Nurses and other professionals to deliver high quality care now and in the future. Nursing Associates must be able to work independently, within defined parameters of practice, under the direction of a registered nurse, to deliver care in line with an agreed/defined plan of care. This is planning for the future success of the NHS – in and out of hospital care, integration of health and social care, person centred care – all require a defined, nursing specific support role competent in delivering care functions at scale and pace.

The University and our partners have made a joint commitment to support professional development through the academic and practice approach to teaching, learning and assessment, but in return we ask for your commitment:

- to embrace every opportunity,
- give constructive feedback to enable the course to continually improve, and
- take responsibility for your own learning at all times.

We share and promote the NHS Vision:

“That everyone has greater control of their health and wellbeing, supported to live longer, healthier lives by high quality health and care services that are compassionate, inclusive and constantly-improving”

To this end, the course has been designed to support you to consider and develop your own resilience and maintain a strong work life balance. You will live the values and contribute to the NHS purpose to create the culture and conditions for health and care services, and staff, to deliver the highest standard of care and ensure that valuable public resources are used effectively to get the best outcomes for individuals, communities and society for now and for future generations. We will achieve this through best use of resources across organisations, to enable shared governance to support the development of Students who understand their accountability, the duty of candour, and their role and responsibility to drive service improvement.

We have built on the University initiative 'Your Future Plan' to ensure that as a Student you build a portfolio of practice that ensures your 'employability' and demonstrates your readiness to deliver high quality, evidence based and safe care at the point of registration as a Nursing

Associate. From day one, you will begin to understand yourself as a practitioner and future leader of care. You will be required to:

- Take responsibility for and coproduce your learning and development,
- Work with your mentor/supervisor to identify your learning needs, based on your strengths and weaknesses,
- Understand your role and integrate into the care team.

The University and our partners commit to delivering a curriculum that empowers and develops you as a Student within a 'Culture of Care' driven by 'Shared Governance'.

The FdSc Nursing Associate Course will be delivered with a strong focus on work-based learning, so that learning in practice is maximised. It has been developed in the spirit of the 'Five Year Forward View' 'Raising the Bar' and 'Leading Change and Adding Value'. It will ensure that the academic and practice learning undertaken by you as a Student meets professional and academic standards and requirements expected by the Nursing and Midwifery Council, (NMC) and Strategic Workforce Development Partnership Board. As a new member of the nursing family, you will be expected to meet the expectations for behaviour and attitudes expected of registered nursing associates by the Nursing and Midwifery Council.

This handbook has been prepared to cover the information you will need to guide you through your programme and to assist you as a Nursing Associate Student. 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.

Dr Graham Parton

Executive Dean and Head of School of Education, Health and Sciences

Defining Terms

This course is accessible as either direct entry or an apprenticeship inclusive of a Foundation Degree. Within this document the following terms will be used:

- A Student is a learner who is undertaking study as either a direct entry student or as part of an apprenticeship.
- Apprentices will be employed in the healthcare sector and be released by their employer to study at the University.

About the University, Faculty and School

The University of Gloucestershire is located on four campuses in Cheltenham and Gloucester. Each has its own unique character and history.

The standard Nursing Programmes are located within School of Education, Health and Sciences and based at the Oxstalls campus in Gloucester. The blended learning route will be delivered in practice pods throughout the southwest.

The School offers a range of professional undergraduate and postgraduate programs within the fields of nursing (Adult, Mental Health, learning disabilities), physiotherapy, Paramedic science, Social work, Social Care and Youth Work and we work with various external professional bodies including:

- Nursing and Midwifery Council (NMC)
- Health and Care Professions Council (HCPC)
- Social Work England

We work in partnership with other educational establishments to deliver programmes, providing opportunities for students without traditional entry qualifications. The School aims to develop the role of scientific evidence in health and care through high quality research, teaching and other forms of dissemination.

The 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. This programme is part of the nursing portfolio within the school.

The University of Gloucestershire was granted University status in 2001. Predecessor colleges have been delivering quality education in Gloucestershire since 1834. Alumni include Turner Prize nominee Cornelia Parker and Winter Olympic Gold Medallist Lizzy Yarnold.

More information on the University can be found at:

<https://www.glos.ac.uk/discover/heritage/pages/our-heritage.aspx>

We treat every one of our students as a person, not a number. Study with us and you'll be joining a close-knit, supportive community of staff and students who share your passions, academic interests and goals. We'll also help you develop the confidence, skills and experiences that you need to achieve your aspirations for the future. Take a look to find out how we can help you with Your Future Plan.

Course Entry Requirements and Application Process

Widening participation, social mobility and broadening the routes into nursing and healthcare professional roles are key aims of this programme. With these in mind, entry requirements (although conforming to the principles set out in the university's Academic Regulations) are flexible and inclusive. The selection of participants is consistent with the university's equal opportunities policies and sensitive to legal obligations to avoid discrimination on the basis of gender, race or disability.

Candidates who meet these entry requirements will be invited to attend a values-based interview process which will assess their values in accordance with the NMC Code (2018) and allow them to demonstrate their ability to learn behaviours in accordance with the Code. This interview process includes an assessment by university academic staff, practice partners, practitioners, trainees and service users.

Option A:

- 72 tariff points – e.g. CDE at A level, MMP at extended diploma
- Level 2 English qualification (GCSE Grade 4-9, GCSE Grade A-C, Level 2 Functional Skills English)
- Level 2 Maths qualification (GCSE Grade 4-9, GCSE Grade A-C, Level 2 Functional Skills Maths)
- Applicants must complete an occupational health assessment and Enhanced Disclosure and Barring Service (DBS) check as part of the selection process and any offer made will be subject to these.

Option B:

- Level 2 English qualification (GCSE Grade 4-9, GCSE Grade A-C, Level 2 Functional Skills English)
- Level 2 Maths qualification (GCSE Grade 4-9, GCSE Grade A-C, Level 2 Functional Skills Maths)

Identifying candidates who will succeed on the apprenticeship is a joint activity between the employer and the university and decisions are made jointly, with the university having ultimate accountability for entry to the university's programme. While the ultimate responsibility for ensuring that applicants meet entry requirements and acceptance on to programmes rests with the university, applicants for this programme are normally nominated by their employer.

Employers are responsible for ensuring apprentices meet occupational health requirements and have passed appropriate vetting procedures, which may include a Disclosure and Barring Service Check and right to work check. This is evidenced through the submission of supplementary evidence as part of the selection process.

Apprentices will have been identified by the organisation as being able to succeed on the programme, and employers may set additional entry requirements as part of the selection process prior to assessment for entry by the University.

It is important to note that apprentices can be either new or existing employees and that the required evidence of merit and potential to complete the programme successfully will be investigated and evidenced during the admissions process.

Direct Entry onto Year Two with APEL

Direct entry onto year two of the programme is an option via the accreditation of prior learning route having successfully completed the Higher Apprenticeship in Health (AP) including the Foundation Degree in Person Centred Healthcare Practice. Provided all requirements are met

to a maximum of 50% APL is possible for consideration.

Applicants whose first language is not English

Applicants whose first language is not English should know we accept two language tests as evidence of your ability to communicate effectively in English:

- The International English Language Test System (IELTS) and
- The Occupational English Test (OET).

We will accept an IELTS Academic examination certificate that confirms you achieved:

- an overall score of at least 7
- at least 6.5 in the writing section and at least 7 in the reading, listening and speaking sections.

We'll accept an OET examination certificate that confirms you achieved:

- at least a grade C+ in the writing section
- at least a grade B in the reading, listening and speaking sections.

<https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/accepted-tests/>

DBS & Occupational Health

All Students will be required to complete a Disclosure and Barring Service check, please ensure you declare immediately any cautions or convictions, pending charges or adverse determinations made.

All students will be required to complete a satisfactory occupational health assessment to ensure you are able to undertake safe and effective practice on entering the programme.

Interviews

All students will need to attend a values-based recruitment interview, this involves attendance at a selection event, where you will meet the staff, current students, service users and carers.

Interview Days

Your interview day may include:

- Course talks and generic presentations
- Campus tours
- Q&A with a Student Ambassador
- Group activities
- Individual interviews.

How long will the interview take?

- You should expect to be on campus for around 3 hours
- You will also need to factor in travel time to ensure you're not late. Timekeeping is very important for all course areas, so try to make sure you arrive in plenty of time. If you are running late for reasons beyond your control, contact us on 03330 141414 as soon as possible for advice

International Applicants

International entrants need to have a transferable DBS or equivalent and will need to undertake placements as UKBA will not support students who are working. The application process occurs through the International Office.

<http://www.glos.ac.uk/study/international/Pages/international-Students.aspx>

Recruitment for this course is informed by Health Education England's Values Based Recruitment Framework. The purpose of this framework is to ensure that the University recruits' students whose individual values and behaviours align with the values of the NHS Constitution.

All students will be required to complete/demonstrate a Disclosure and Barring Service check and health check.

Recognition of Prior Learning

For pre-registration nursing associate, the Nursing and Midwifery Council, (2018, Part 3: Standards for pre-registration nursing associate programmes, page 6), indicate that recognition of prior learning that is capable of being mapped to the Standards of Proficiency for nursing associates and programme outcomes, is permitted, up to a maximum of 50% of the programme.

Accreditation of Prior Learning (APL) is an opportunity for you to be credited for learning that you have done before you started the FDS Nursing Associate at the University of Gloucestershire. It avoids the necessity of duplicating previous learning, whilst ensuring you have attained the learning outcomes appropriate to your award.

Accreditation of Prior Experiential Learning (APEL) is a process that allows you to receive formal recognition of skills and knowledge that you possess.

Applicants who are unsure whether they meet the standard requirements should contact the Admissions Office to discuss individual circumstances. Eligibility for accreditation of prior learning for the purposes of entry will be considered on an individual basis and when APEL is appropriate evidence of having met progression criteria will be required.

You will be supplied with a portfolio where you can demonstrate you meet the learning outcomes and proficiencies for Year 1 of the Standards of Proficiency for Nursing associates the Course lead will be available should you need advice.

The Nursing and Midwifery Council (NMC) require that a pre-registration nursing associate programme must contain a minimum of 1,150 practice and 1,150 theory hours (2300 hours total).

Applicants must demonstrate you have met practice hours (575 practice hours for RPL to year 1) these are hours supervised by an NMC registrant mapped to the NMC platforms in Standards of Proficiency for Nursing Associates (2018). The practice hours must relate to the Six platforms within the NMC (2018) Standards of Proficiency for Nursing Associates.

Applicants must demonstrate that you have met the theoretical (575 theory hours for RPL to year 1) hours mapped against the programme learning outcomes. The theoretical hours must demonstrate that you have met programme learning outcomes. This is achieved by completing the mapping tool provided by University. This must be at a minimum of HE Level 4 for year 1. You must demonstrate: 150 hours of prior learning of human anatomy and physiology. Learning which demonstrates generic graduate skills that will support your learning in this programme.

For more information and guidance on how to apply see:

<https://www.glos.ac.uk/information/knowledge-base/what-is-accreditation-of-prior-learning/>

Course Context and Description

The 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. The programme has been developed to enable progression to both the BSc (Hons) Nursing and the Nursing Degree Apprenticeship for which University of Gloucestershire both run.

The Nursing Associate Foundation Degree has been developed to provide an outcome-based programme of academic and experience-based learning that will develop the wide-ranging skills and capabilities required in this role.

An Apprentice Student Nursing Associate will be based, as an employee, in a particular organisation, in a specific setting, but will experience working in alternative settings, to enable the student to gain a wide appreciation of many health and care contexts and fulfil all the requirements for registration with the NMC.

Further information for apprentice students can be found in the Employer Guide to Higher Apprenticeships.

For Direct Entry Students the course offers placement-based learning. Student Nursing Associates will experience placements in a number of settings across different placement providers, to enable the student to gain a wide appreciation of many health and care contexts and fulfil all the requirements for registration with the NMC.

The course is intended as a self-standing qualification, that will lead to a nationally recognised Nursing Associate Foundation Degree (FdSc) qualification and registration with the Nursing and Midwifery Council: Level 4 and 5 - equivalent to a Higher Education Certificate, and Foundation Degree at academic level 5, but will also provide the basis for further, life-long study and progression into higher-level qualifications.

The course emphasises the role that nursing associates can play in care across the life span (pre-conception to end of life), promoting a person-centred approach to care, which considers and equally values:

- physical needs,
- psychological needs,
- public health needs,
- learning disabilities needs,
- social, economic, spiritual and other factors in the assessing, planning and delivery of care.

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.

Course Aims

The overall outcome from the course is to develop Nursing Associates that are fit to practice in the widest range of settings as well as being equipped with specific knowledge and skills. The course aims to produce 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. They 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.

This innovative new curriculum has been developed to prepare future nursing associates to meet the needs of the changing health and social care environment. It has been designed in response to Standards of proficiency for registered nursing associates (NMC 2018), Standards for Student supervision and Assessment (NMC 2018), Standards for pre-registration Nursing associate programmes (NMC 2018), The NHS Long Term Plan (2019), Transforming Care (2015), NHS Five Year Forward View (2014), Quality with Compassion - The Willis Report (2012), Raising the Bar (2016) and Leading Change and Adding Value (2016) it aims to prepare compassionate Nurses in a climate with increasing population diversity and complex conditions.

The FdSc Nursing Associate programme complies with the current NMC requirements and equally divided between theoretical learning and practice learning modules, underpinned by the NMC Standards (NMC, 2018a). You will be assessed in all theory and practice modules, and this will contribute towards your overall classification. You will undertake 60-credits of compulsory theory modules and 60 credits of compulsory practice modules each year, for the duration of the two-year programme.

The delivery adopts a flexible and integrated approach to learning between practice and academic environments, to include theory, self-directed study and practice learning. The programme 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 2018).

The course comprises of both academic and experience-based learning through close collaboration between employers, placement and education providers.

Nursing Associates will work to The Code that is required by the Nursing and Midwifery Council (NMC 2018).

The programme is outcome-based ensuring that:

1. Students experience placements in a variety of health care settings in order to be able to care for people in their own home, in the community or hospital or in any health care settings. Students have a primary placement, where they are employed, based in one of these training contexts but they must have experience of other placements in a number of different settings. This approach ensures that all Students experience a wide a range of learning opportunities and contexts, necessary to fully deliver the required learning outcomes to register with the Nursing and Midwifery Council.
2. The learning environment in all placements provides and supports learning activities designed to achieve the desired learning outcomes. This will support Students in the construction of their own learning through those activities. Students must have protected learning time and be:
 - i. released for at least 20 percent of the programme for academic theory
 - ii. released for at least 20 percent of the programme time, which is assured protected learning time in external placements, enabling them to develop the breadth of experience required for a generic role
 - iii. protected learning time must be assured for the remainder of the programme hours

A compassionate, competent and confident nursing associate will possess the essential knowledge, skills, experience, attitudes and behaviours required and will work to an established NMC code.

The University of Gloucestershire Nursing Associate curriculum ensures that Students meet the current Proficiencies grouped under the Six platforms of the NMC (2018)

All Students are required to meet the 6 platforms as defined in the Nursing Associate Proficiency Standards for the Nursing and Midwifery Council (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

Learning Outcomes of the Course

The course consists of 240 CATs of study over two years of study: Level 4 and Level 5. All students will be required to complete the learning outcomes for Level 4 aligned to the NMC Standards of Proficiency for Nursing Associates (NMC, 2018) before progressing into Level 5.

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:

5. Appraise the safety, effectiveness and sustainability of care delivered by Nursing Associates
6. Evaluate the role of the Nursing Associate in contributing to integrated care to meet the needs of people across health and social care settings
7. 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
8. 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
9. Demonstrate application of developed knowledge, skills and behaviours as a Pre-registration Nursing Associate in practice

The course is subject to the regulations of the University's Academic Regulations for Taught Provision.

Course Content and Structure

The curriculum is delivered over two years to meet the overall programme learning outcomes. The theoretical modules are taught in the University, within a 2-week introductory block, further one-week block, or one day per week, through the rest of the programme.

Examinations will be required to be undertaken in invigilated settings, at the University of Gloucestershire.

By using a combination of face to face, asynchronous, and synchronous learning, the school can allow students who are unable to attend specific sessions to use other means to cover the material. As examples, there are Moodle lessons, involving forums, quizzes, wikis and recorded lectures, which can be accessed as either a supplement or as the whole of a lesson. Face to face and synchronous sessions will be timetabled, so students know when live sessions are taking place.

The overall outcome from the course is to develop Registered Nursing Associates that are fit to practice in the widest range of settings as well as being equipped with specific knowledge and skills. The course aims to produce compassionate, competent and confident Registered 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. They 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.

The proposed award, Foundation Degree Nursing Associate is equivalent to 240 CAT points - 120 CAT points level 4 and 120 CAT at level 5. Students wishing to exit at the end of the first year who have successfully completed each module (120 CAT at level 4) will graduate with a Certificate of Higher Education.

The award comprises of 8 compulsory modules across Levels 4 and 5.

Current Course Map

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

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

Our Philosophy

We believe that for Nursing Associates to deliver evidence-based care across a wide range of settings a whole person approach is required. Understanding the physical and emotional needs of individuals across the lifespan, in an ever-increasing ageing population. Such care requires fundamental understanding of mental health, learning difficulties and childhood within the multi-disciplinary team.

Healthcare is a rewarding and challenging profession, which requires knowledge of public health promotion to address the rise in preventable conditions. We believe that Nursing Associates working in partnership with the public, engaging in shared decision making, as part of the multi-disciplinary team is vital to meeting the individual needs of patients and their carers. We regard evidence-based practice and promoting health as central to all aspects of care. These are not lone subjects to be taught in isolation but are deeply embedded in all aspects of Nursing Associate practice.

Knowledge gained during education about health and wellbeing; when transferred to personal lifestyles can support Students to develop healthy coping mechanisms, which in turn develops resilience for practice. The Nursing Associate Course offers learning opportunities to support Students to care for themselves in order to care for others during vulnerable times of their life.

Key Staff

Staff contact information can be found on your Student MyGlos and on each Moodle module site, including information of staff in key Departmental roles.

Dr Graham Parton	Executive Dean and Head of School of Education, Health and Sciences	gparton1@glos.ac.uk
Jo Jones	Deputy Heads of School of Education, Health and Sciences	jjones29@glos.ac.uk
Dr Katerina Kantartzis	Deputy Heads of School of Education, Health and Sciences	kkantartzis@glos.ac.uk
Andrea McGowan	Associate Head of School for Quality and Student Success	amcgowan@glos.ac.uk
Eve Scarle	Strategic Lead for Partnerships and Placements	escarle@glos.ac.uk
Dr Jordan Wintle	Associate Head of School for Outreach and Student Recruitment	jwintle1@glos.ac.uk
Clare Kirkpatrick	Academic Course Leader (ACL) – Nursing Associate	ckirkpatrick1@glos.ac.uk
Claire Underwood	Senior Lecturer – Nursing Associate	cunderwood1@glos.ac.uk
Moira Walker	Senior Lecturer – Nursing Associate	mwalker2@glos.ac.uk
Ruth Treharne	Lecturer – Nursing Associate	rtreharne@glos.ac.uk
Gabriella D'Amato	Lecturer – Nursing Associate	gdamato@glos.ac.uk
Helen Giles	Academic Course Leaders – BSc Nursing	hgiles@glos.ac.uk
Sam Greedy	Academic Course Leaders – BSc Nursing	sgreedy@glos.ac.uk
Colin Revell	Placement Quality and Allocation Manager	crevell@glos.ac.uk

Key Personnel

Academic Course Leader (ACL)

The course leader for the Nursing Associate Course is Clare Kirkpatrick, Senior Lecturer. If you have any query relating to the course, you should book an appointment with the Course Leader. However, if your query relates to a particular module, consult with the Module Leader in the first instance.

Module Leaders (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.

If your query relates to a request for an extension on your assessment deadline due to extenuating circumstances, this should be discussed with the university Student Centres: <https://www.glos.ac.uk/student-support/> as per the university extenuating circumstances policy: <https://www.glos.ac.uk/information/knowledge-base/extenuating-circumstances-policy/>

Personal Tutor (PT)

On entry to the University, you will be allocated a Personal Tutor. The role of your Personal Tutor is to provide guidance, encouragement and advice in relation to your learning and to ensure that your progress and focus for future work is recorded. If you are an apprentice, your personal tutor will also complete the majority of your learner progress reviews.

You will be introduced to your Personal Tutor during induction and you will meet with them throughout the programme. 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 the Student Advisers in the Student Centres situated in the Learning Centre or you may contact the school's Senior Tutor.

Coach in Practice (CiP)

The relationship between you and your Practice Supervisor and Practice Assessor will sometimes be supported by a Coach in Practice, who will help to support both you and your Practice Supervisors and Practice Assessor in order to facilitate an optimum learning environment.

Supervision and Standards in Practice

Within the clinical environment, learning is supported by the ePAD (electronic Practice Assessment Document), your Practice Assessors, Practice Supervisors and a Coach in Practice. Students are required to work within the policies and procedures of any clinical environment that they are placed in. Failure to meet expected standards of conduct may result in referral to the Fitness to Practise and/or Professional Suitability procedures. All Students will therefore be expected to uphold the principles of the NMC Code to prioritise people, practise effectively, preserve safety and promote professionalism and trust. The Fitness to Practise and Professional Suitability Procedures are designed to ensure Students are fit for registration and fit to practise. 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 University of Gloucestershire Fitness to Practise procedures can be found here: <https://www.glos.ac.uk/information/knowledge-base/fitness-to-practise-procedures/>

Supervision in Practice

The nature of supervision varies depending on the context, competency and activities you are carrying out as a student.

Supervision is primarily concerned with:

- sharing, demonstrating and providing support;
- confidence building;
- encouraging and developing reflective practice;
- developing appropriate skills and competence;
- supporting learning
- providing any required guidance, sign-posting and information and
- helping the student to make progress.

Supervision must be ongoing within the practice setting and appropriate for your experience, level of competency and confidence as a student and the context in which you are working.

Students will have appropriate supervision in all experience-based contexts to provide proper support for the student to make the necessary clinical and educational progress.

Supervision might be undertaken by an appropriate manager or registered healthcare professional. The term 'manager' is used to identify an occupationally competent person who may be in a position to supervise and or delegate to support workers. Supervision in the workplace maybe direct or indirect supervision.

Practice modules are designed to enable the student to consolidate their understanding of theory and demonstrate their competence in practice through achievement of Practice Based Learning Outcomes developed in collaboration between the University and partner organisations.

The partner organisation will offer support by:

- Providing support for Practice Supervisors and Practice Assessors in their role of supporting and assessing the professional competence of Students,
- Provide confirmation that an audit of practice areas has been successfully completed,
- Liaising with the University,
- Work with the Strategic Lead for Partnerships and Placements to ensure that placements provide adequate learning opportunities for Students to meet learning outcomes,
- Providing Practice Assessors with adequate protected time, resources and facilities to fulfil their obligations towards the student,
- Contributing to curriculum development,
- For apprenticeship students who require additional learning support, their employer will be responsible to ensure the student is given adequate time to attend university for supplementary support from tutors and will be responsible for providing students with a disability assessment as required.

The course team will offer support in the following ways by:

- Liaising with employers and partners,
- Providing Coach in Practice support as appropriate,
- Preparing Practice Supervisors/Assessors for their role in supporting students,
- Maintaining contact with students via email, MS Teams and/or Moodle

Assessments

Assessments on this course have been structured to include a variety of strategies: ranging from examinations, essays, oral exams, projects, portfolios, presentations, and clinical competence. Not all students learn and demonstrate understanding in the same way; therefore, a range of methods are included in this course. The assessments you will undertake will enable you to evidence achievement of meeting the learning outcomes of individual modules. The table below identifies the assessments you will complete within each module. All theory assessments will subsequently require you to apply the knowledge gained in the module to practice. Please note that formative assignments below are exemplar and may change for each cohort.

Year One modules LEADING AND MANAGING SELF	Credit Rating	Work for Assessment	Requirement for Award
NA4101: Transition to Undergraduate Nursing Associate	30	Summative: 001: 100% Assignment 2000 words 002: 0% Portfolio Practice Assessment Document: Satisfactory/Unsatisfactory	Compulsory
NA4012: Developing Professionalism	30	001: 100% Assignment 3000 words,	Compulsory
NA4103: Understanding Research to Inform Evidence-Based Practice	30	001: 100%, Presentation -15 minutes 002: 0%, Portfolio – Practice Assessment Document - Satisfactory/Unsatisfactory 003: 0% Unseen closed book exam: Health numeracy assessment must be passed with a score of 80%	Compulsory
NA4104: Foundations of Anatomy, Physiology and Pathophysiology to Support Clinical Assessment	30	001: 30%, Unseen closed book exam - 2 hour 002: 70%, Oral Exam - 20 minutes	Compulsory
PROGRESSION POINT			
Year Two Modules LEADING AND MANAGING CARE	Credit Rating	Work for Assessment	Requirement for Award
NA5101: Managing Risk and Sustainability in Health and Social Care	30	001: 100%, Assignment, 3000-words 002: 0%, Portfolio – Practice Assessment Document – Satisfactory/Unsatisfactory	Compulsory
NA5102: Promoting Health and Preventing Ill Health	30	001: 50%, Presentation - 20mins 002: 50%, Assignment - 2000 words	Compulsory

NA5103: Preparing to Become a Professional Registrant	30	001: 100%, Assignment, 3000 words 002: 0%, Portfolio – Practice Assessment Document - Satisfactory/Unsatisfactory 003: 0% Unseen closed book exam: Health numeracy assessment must be passed with a score of 100%	Compulsory
NA5104: Exploring the Nursing Associate's Role in Influencing and Improving Practice	30	001: Weighting 100%, Assignment – 3000 words	Compulsory

School of Education, Health and Science Assessment Strategy

Assessment is a judgement of the student's performance and is an essential feature of both experience and ultimate qualification. It will encompass both formative and summative assessment, verbal feedback and written feedback and is managed in line with the university's Academic Regulations:

<https://www.glos.ac.uk/information/knowledge-base/quality-standards/>

The School of Education, Health and Science is committed to:

- Encouraging students to actively engage in their own learning and clinical skills.
- Supporting and facilitating assessment activities to improve students' learning and clinical expertise.
- Providing assessments that will be accessible and inclusive, both university and clinically based.
- Ensuring that students receive timely, meaningful feedback to progress their learning and clinical expertise.
- Providing students with innovative, enjoyable and engaging methods of assessments using a variety of media.
- Ensuring that assessments are linked to the module and course level outcomes and the learning outcomes for Nursing Associates. Providing assessments methods that are inclusive of the collaborative partners and service users.

Assessment Aims:

- All Students will engage with a range of relevant formative and summative assessments, clearly linked to the module and course learning outcomes.
- All assessments are designed to be accessible, inclusive and aligned with the University's Equal Opportunities Statement.
- Formative and summative assessments are designed to enable Students to demonstrate the skills and knowledge they have acquired both academically and clinically.
- The feedback mechanism in place will include guidance on how to improve performance.
- Assessment processes and outcomes are designed to enhance students' personal and professional development on their journey to Registered Nursing Associate status.

Grade Descriptors and Bands:

The university expects a high standard in the work submitted for assessment at levels 4 and

5. The pass mark for all modules is 40%. Overall module performance is graded as follows:

Percentage	Comment	Grade
70-100	Pass	A
60-69	Pass	B
50-59	Pass	C
40-49	Pass	D
1-39	Fail but with entitlement to reassessment	R
0	Fail without entitlement to reassessment	F

Late submission of coursework without documented and approved mitigating circumstances is penalised in accordance with current academic regulations and may involve capped marks or a mark of 1% being awarded.

Students should always attempt to submit some work for an assignment, even if it is incomplete, as non-submission will result in failure as determined by the appropriate regulations.

The extenuating circumstances policy can be found here:

<https://www.glos.ac.uk/information/knowledge-base/extenuating-circumstances-policy/>

Reassessment

A Student is entitled to a single opportunity for reassessment if the overall mark for the module is in the range 1-39%.

When one or more elements of assessment are submitted as a reassessment opportunity, the maximum attainable module mark is 40%.

Work must be submitted by the re-assessment date or a date that has been extended as a result of disability or extenuating circumstances. Re-submission dates are non-negotiable.

Students who have achieved the specified pass mark for the module at the first attempt will not be able to re-take the module to gain a higher mark.

Retention of Work

The University is required to retain samples of Student's submissions for review by External Examiners and as an archive of examined work.

Summative assessment submissions may be subject to review by third parties for quality assurance purposes.

Assessment Feedback

Tutors will offer feedback in a variety of ways. Formative feedback may be given in preparation for submission in the form of informal tutorials, in class feedback or annotation of draft submissions. Tutors will endeavour to provide clear constructive criticism and encouragement. Students will also receive formal summative feedback following their submission, which may be written feedback, recorded verbal feedback or a variety of other methods.

Students are required to engage fully with any feedback opportunities offered to them and should discuss the developmental points during personal tutorials. Should a student have any queries about assessment feedback they should contact the Module Leader.

Assessment Offences

Work submitted for assessment is expected to be original to the student. Practices that compromise this principle include:

- Plagiarism
- Unauthorised Collusion
- Re-presentation
- Fabrication
- Impersonation
- Cheating in Examination
- Procedural Dishonesty

Where the work of the student is deemed not to be their own, the work will be considered within the category of 'errors of attribution' or 'assessment offences'. Further details are set out in section 6 of the Academic Regulations for Taught Provision. It should be noted that academic offences such as plagiarism are also considered a professional issue for those studying to register as Nursing Associates and may result in referral to Fitness to Practise proceedings.

To uphold the academic integrity of the programme and ensure students secure reputable academic qualifications, the university may need to compare student's work with that of others to ensure that it is substantially their own.

Any work submitted to Turnitin® UK will be held on their database and may be used in any investigation of suspected academic offences and or for the purpose of detecting the future plagiarism of students' work.

If students have any questions about Turnitin® UK, they should ask their Personal Tutor or visit the Turnitin website at: <http://www.turnitinuk.com>

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. It is, therefore, very important that students acknowledge ideas and opinions that belong to a particular author as the author's intellectual property. This procedure is called referencing and it is important that students use the appropriate referencing convention as advised by the university. This university uses the Harvard system of referencing.

Submission of Assessments

General guidance on the standard of work required is provided in the University Academic Regulations for Taught Provision, in particular section 6. It is the students' responsibility to ensure they understand and abide by the academic regulations.

<https://www.glos.ac.uk/information/knowledge-base/quality-standards/>

Some of the important issues are outlined below:

- In submitting work for assessment, the student declares that it is their own work and has not been submitted for any other assessment. Students also confirm that the work does not breach the University's Research Ethics: Principles and Procedures.
- Students at the University will undertake different types of assessment – to include, coursework (including presentations), practical assessments and examinations.

Early Submission

If students submit work prior to the due deadline, it is at their own risk and cannot retract the submission even if a mistake has been made.

Return of Work.

Work that has been submitted electronically will be marked and returned electronically to include feedback. Marks on work are provisional until they have been agreed by the Boards of Examiners.

Extenuating Circumstances

Extenuating circumstances are unforeseen factors affecting your ability to complete assessment to the normal schedule. It is the responsibility of the student to submit evidence, following the published procedures and to the specified deadlines, in support of any claim for extenuating circumstances that may affect their 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.

There are two classes of Extenuating Circumstance:

- EC1 Students are entitled to 7-day extension without providing supporting evidence.
- EC2 for extensions of up to 3 weeks

In all cases, Student Centres should be your first point of contact and will provide guidance and forms as appropriate.

There are also adjustments that can be made for disabilities or wellbeing, and these should be discussed with Student Centres as early as possible.

Communications

Methods of communication

Tutors and administrators in the School are located at the Oxstalls campus and can be contacted by telephone, MS teams or e-mail.

Tutors and administrators are pleased to see students and to answer any queries they may have. Please note, however, that tutors are frequently working away from their office and you may need to book an appointment by phone or email. If a tutor is unavailable, their Out of Office message will detail when they will respond to e-mail queries and who to contact in their absence. Please note the academic and administrative team will only respond to university e-mail accounts.

Course announcements will be made via MS Teams, email or Moodle. It is the student's responsibility to ensure that they check for any updates on a regular basis.

The University Internet

The University has a comprehensive web site and accompanying app for students, which you will need to log into using your student login details:

<https://my.glos.ac.uk/dashboard/main>

This site hosts a wealth of information for students. The answers to most questions about courses, facilities and support for individuals can be found there. It is important that students make time to familiarise themselves with the web site and use it along with this course handbook, to answer any questions they may have.

The Student Charter sets out the university's vision for students and provides links to all relevant policies and procedures. Students are required to make themselves familiar with the contents on this page:

<http://www.glos.ac.uk/life/pages/student-charter.aspx>

Moodle

Moodle is a web-based 'virtual learning environment' (VLE) with Moodle sites specific to each of the modules students undertake each year. Each Moodle site provides students with the core material relating to the module and also the module guide, announcements and the assessment tasks relating to the module. It is essential that students utilise the resources on Moodle for self-directed study periods.

FdSc Nursing Associate students also have a 'hub' Moodle page specific to their cohort, which includes all the relevant information they may need throughout their course.

ePAD

ePAD is a digital platform designed to support nursing and nursing associate students in documenting and evidencing their practice learning and professional development. It provides a structured and accessible way to record progress, receive feedback from practice assessors and supervisors, and reflect on experiences throughout placements. ePAD promotes transparency, consistency, and real-time communication between students, academic staff, and placement providers, ensuring a robust and supportive assessment process aligned with NMC standards.

Aptem

Aptem is an online platform used to support the management and delivery of apprenticeship programmes. It enables students, academic staff, and employers to track progress, access learning resources, submit evidence, and communicate effectively throughout the apprenticeship journey. Aptem provides a centralised space for managing learning plans, reviews, and compliance documentation, helping ensure a smooth and transparent experience for all stakeholders.

Student records

Personal Tutors, the Academic Course Leader, and administrative staff have access to students' contact details, and if there are any changes to an individual's name or address it is important that the student updates their record. It is the student's responsibility to ensure that personal information is accurate and up to date.

Student Support

Student Services

Student Services is the hub for all students to signpost to various kinds of support. In a crisis there are a number of people who are available to support students with both personal and academic concerns. The Student's Union is also available to students as a resource for support through the course. The most important thing is that students ask for help as quickly as possible. Further information and key contacts can be found on the MyGlos website: <https://my.glos.ac.uk/dashboard/main>

On this site you will find details of student services including information relating to:

- Accommodation
- Mental Health Support
- Counselling
- Disability Services
- Medical Support
- Student Finance
- Welfare Advice
- Childcare Advice

Equality and Diversity

The university is committed to providing a quality student and staff experience, to supporting equality and diversity, and to building a strong sense of community within the university, as well as supporting our positive links with the local communities in which we are part. Should you have any particular welfare or support need we have a number of specialist support staff available to you. The university website includes useful information and contact details.

Students with disabilities

If a student has individual support needs, it is helpful to disclose these in order for the student to receive appropriate support measures. Students may wish to approach a Disability Adviser (accessible via student services) for one-to-one support or meet with their Personal Tutor to discuss any requirements. For more detailed information, please visit the University's web site. <https://www.glos.ac.uk/student-support/disability-and-dyslexia/>

Every effort will be made to ensure reasonable adjustments are made for students with disabilities both in practice and at the university. In the case of increasing disability, it cannot always be guaranteed to make a further adjustments.

Students may wish to discuss physical or learning disability concerns with their employer who can assist in obtaining a disability assessment with the university's support and ensure reasonable adjustments are made to the working environment.

Counselling

Asking for counselling is not a sign of weakness, but a positive sign that individuals are seeking constructive help for any difficulties they may be experiencing. Counselling is an enabling process, which aims to support students in finding their own resources to cope with the feelings or situation they are facing. Talking with a counsellor in a confidential setting can support individuals to deal with any issues. For more detailed information, you are advised to visit the university web site: <https://www.glos.ac.uk/student-support/mental-health-and-wellbeing/>

Quality Assurance Processes

The course team seeks to maintain the highest quality of delivery possible. Tutors operate in accordance with the Student Charter and the Nursing and Midwifery Council Code (NMC,2018). It is expected that Students will also act in accordance with their responsibilities as laid out in that charter.

Management of the course reflects University Quality assurance processes, contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, and associated sources of advice. All regulations, policies and procedures are aligned and where relevant those of Professional, Statutory and Regulatory bodies. It abides by the Standards set by the Nursing and Midwifery Council: <https://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-nursing-education/>

Level 5 apprenticeships are also subject to regulation by OFSTED and students may be required to engage with quality inspectors at monitoring visits.

Assessment samples are sent to External Examiners to provide independent judgements on the quality and standards of the course provision, assessments and marking.

The Quality Assurance processes for the student requires feedback at module level through module reviews, Academic Course Evaluations (ACE), National Student Survey (NSS), and through the Course or Subject Representative.

The programme has a dedicated course leader who has responsibility for the day-to-day operation of the programme and produces a course report for annual monitoring.

Module Boards of Examiners (MBE)

MBEs take place at the end of each assessment cycle to consider marks from modules completed that semester. They are attended by members of the course team, and External Examiners, who will have had sight of a sample of work and will offer comment on the processes and standards of assessment on the course. The MBE is the formal process of confirming marks 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,
- the curriculum, syllabus, teaching methods and resources of the modules and/or

- subject,
any other recommendations arising from the assessments.

Award and Progression Boards of Examiners (ABE)

The ABE takes place following an MBE to confirm Student awards. The membership and terms of reference of the Boards of Examiners are determined by Academic Board and specified in the Assessment Procedures. The ABE confirms students can progress on to the next level of Higher Education as well as confirming the final award for a student at the point they leave the University.

Course Representatives

Course Representatives will be elected by the student group during induction and will be briefed about their role by the academic course leader. The dialogue between students and the academic course leader is pivotal and can enhance student learning opportunities.

Course Representatives have an important role in feeding back comment from their fellow students to the academic team and wider university. Course Representatives can be nominated or stand for this role at the start of an academic year. The Course reps are the voice of the cohort, so it is both important that they are supported and aware of any issues.

More information can be found here: <https://www.glos.ac.uk/students-union/>

Module Evaluation

All modules are regularly and formally evaluated by students; the constructive learning points are fed into improving the module at its next run. Mid-point evaluations are also undertaken where students are asked to provide feedback. This allows the module leader to make any adjustments required to meet the learning outcomes for the module if necessary.

Occasionally, students might be invited to contribute to an informal discussion with the External Examiner who will be interested in discussing their experience of the course (but we stress that this is not part of the assessment process for those who are asked to meet the External Examiners). The remit of External Examiners, and procedures for their appointment, are documented in the Quality Assurance Handbook. See the Academic Regulations for Taught Provision linked above.

Addressing and Escalating Concerns in Practice

In the first instance, any concerns raised in practice by a student will be discussed and brought to the attention of the employer or placement setting manager. The University of Gloucestershire aims to support good practice for high quality care and will endeavour to support nursing apprentices when raising a concern and refer them to the escalating concerns guidance

Any concerns raised by a student about practice should follow the University's Raising Concerns Policy: <https://www.glos.ac.uk/information/knowledge-base/complaints-bullying-and-harassment-whistleblowing/>

The University of Gloucestershire aims to support good practice for high quality care and will endeavour to support Students when raising a concern.

We advise Students join a professional nursing union, whilst in study, as they offer a wide range of services. The University has no bias to which organisation students choose:

- Royal College of Nursing: <https://www.rcn.org.uk/membership/nursing-support->

- [worker-join/Student-nursing-associate](https://www.unison.org.uk/at-work/health-care/representing-you/nursing/nursing-associates/)
Unison: <https://www.unison.org.uk/at-work/health-care/representing-you/nursing/nursing-associates/>

Progression and Award

Where a student has completed all modules at year 1 but is unable to complete all compulsory Modules at year 2 they will be awarded a Certificate of Higher Education. Students who receive this alternative award will not be eligible to work as a Nursing Associate.

Module Descriptors

Module descriptors provide further detail on the module content and the assessment brief that explains the task(s) that students need to carry out in order to attain a mark for the module.

Attendance Monitoring Reporting Process

The university is required to monitor the attendance of all students. The course team will discuss attendance with students who may fall short of the attendance requirement. Students are required to inform all course team lecturers if they are going to be absent from lectures.

Apprenticeship students are reminded that their university days are included in their contracted hours, so any absences or lateness must also be reported to managers and included in employee attendance records.

Students are expected to attend 100% of the programme, which includes theory and practice.

Keeping in Touch - Alumni

We are very keen to have news of students after graduation and updates on your professional progress, find out more about the University Alumni Office at: <https://www.glos.ac.uk/alumni/>

Student Societies and Clubs

There is a wide range of clubs and societies for particular interest groups, organised through the Students' Union (UGSU). Further information can be accessed via: <https://www.glos.ac.uk/students-union/>

Resources and Facilities

Libraries

The Library and Information Services homepage provides a vast range of materials and assistance to support a student's studies.

Access to online resources, including eBooks and a large volume of eJournals, is freely available to students both on and off campus. Journals are key resources for academic research and an invaluable means of keeping up to date with events, research, and developments in a particular discipline. The university subscribes to over 15,000 online journals.

Library opening hours can be found here: <https://sites.glos.ac.uk/library/our-libraries/>

Course Specific Support Services

For support and assistance students can contact the subject librarian, book one-to-one appointments or attend group sessions run throughout the year on topics such as finding literature for assignments, using library software and resources, and referencing.

Journals

The library subscribes to many journals relevant to the course. The Subject Librarian can assist in identifying which ones are held and where they are stored. The use of the Discovery electronic journal website is very important for Students to access to ensure that they are using the most up to date sources of research accessed via the library website link: <https://sites.glos.ac.uk/library/>

Online Resources

University of Gloucestershire's online resources pulls together a wide range of journal and other collections for online searching both on and off-site.

IT Provision

Students are encouraged to explore the IT hardware and software available and to use the wider computer facilities for their studies. Students are advised to check opening times as they may vary outside of term time.

ICT Skills Training

ICT skills training is offered for all the Microsoft Suite of programs as well as a number of other specialist applications. Students can access internal training resources and also many useful links to external websites related to ICT skills development via:

<https://my.glos.ac.uk/dashboard/resources>

Appendix 1: – Assignment Preparation and Assessment Grid

Details of assessment requirements will be given at the beginning of each module.

Developing Study Skills - Preparatory Reading	
1.	Make use of reading lists or suggested reading given in class, but be prepared to go beyond what is suggested, as this may merely indicate the minimum requirements. The subject librarian, or member of library staff on duty in the reference section can advise on accessing additional material. It is advisable to plan your work early as it may take several weeks to get access to particular books, journals, articles or video equipment.
2.	When you are reading, always note the title, author, publisher and date of publication of any book; quotations should be clearly indicated in your notes by quotation marks and by a page reference for checking later if necessary. When using journal articles, always note the page numbers identifying the beginning and end of articles.
3.	Warning: beware of PLAGIARISM and UNAUTHORISED SYNDICATION as defined in section 9. Plagiarism means taking and using another person's writings as your own, without acknowledgement. It is a form of cheating. Plagiarised work receives a mark of zero and may result in failure of the whole semester. In general, you should not copy even sentences, and certainly not whole paragraphs from books, journals, etc., without clearly indicating the source of the quotation. You are strongly advised to familiarise yourself with the academic regulations on plagiarism, syndication and cheating. You should be constantly aware of the need to acknowledge other people's work and its influence upon your own thinking. Such acknowledgement is the basis of the best academic work in all Courses and demonstrates the ways in which teaching, learning and independent work relate to each other. In collaborating with others to stimulate their learning and thinking, particularly in the development of group presentations, you should be aware of the need to be clear of the difference between this and unauthorised syndication. For example, when you are assessed as an individual on an individual written summary of a group presentation, this must clearly be the product of your own work.
A Structured Approach	
1.	Read quite quickly through a general book on your given subject. Then note down the major points that you feel are relevant.
2.	Prepare a plan or outline, putting points in logical order. It is usual to start with an introduction, which may include definition of terms, and finish with a conclusion which may well indicate the role of the professional in understanding and/or alleviating the problem or issue.
3.	Collect other source material. The bibliography from your first book may prove a good introduction to others. Refer to journals, which are generally more up-to-date than books. Ask the librarian for help. Refer to New Society, British Journal of Social Work, Critical Social Policy, etc.

4.	For many seminar papers, statistics are essential and policy documents useful. Ask the librarian for help. Visit the experts. (Such visits should be planned well in advance of writing your paper). Plan what you will actually ask them, take notes at the meeting if possible, collect any relevant hand-outs from the experts.
5.	Make notes from all your source material under the headings in your plan or outline. Do not read whole books, rather the chapters or sections that are relevant.

Writing the Paper/Essay

1.	Read all your notes through and check your outline. Ensure that you have actually covered all the points raised in your plan and that they are in logical order. Try to avoid too much repetition.
2.	Start with your introduction, setting out the problem and indicating briefly how you propose to deal with it. (It is sometimes wiser to complete your introduction after you have finished the rest of your paper).
3.	Next define any relevant terms. This is important, for example it may not be simple and indeed may be considered an inappropriate use of language, to define 'single parent family', or 'frail elderly'. (This may need discussion of the particular definition you intend to adopt for purposes of the paper. Once a definition is adopted, use this particular one throughout the paper).
4.	If statistics are relevant refer to whenever necessary, acknowledging source and giving a key to tables or diagrams.
5.	Now make your planned points one at a time. A few sentences on each point, setting out the nature and size of the problem and who it affects etc. Go on to examine what has been done, is being done, etc., with the help of terms already defined and statistics if appropriate. You may conclude with what could be done to reduce/understand or alleviate the problem.
6.	Support your arguments with evidence, e.g. quotes from books or articles, statistics etc. Avoid unsupported statements such as 'it is well known that...', 'it has been shown that . . . 'etc. Indicate who has shown it.
7.	Do not simply copy whole sections from books etc., (plagiarism). Use your own words to summarise other people's arguments and claims (this is known as paraphrasing). Actual quotations can be used but given in inverted commas and acknowledged with page numbers and reference in the text and full bibliographical details at the end of the work.
8.	Illustrate a point with examples from your own experience, or with reference to a case study.
9.	Your planned conclusions sector of the paper should summarise the problem as set out by yourself and indicate the way ahead. You may well set out the role of the professional or community participant/activist in your conclusion, but be realistic and specific rather than 'starry-eyed'.
10.	Throughout the paper try to be concise, and avoid rambling or drifting off the point.

Arrangements for the submission and return of assignments

Stage 1	Handing in the work. All coursework is submitted on-line via Moodle by 3pm. Students will be provided with the procedure for any in-person assessments in plenty of time. The date will be set by the module leader, and will be available on Moodle. Any extensions must be formally negotiated via Student Centres in advance
Stage 2	First Marker and Second Marker. The module tutor(s) undertake first marking and sample cross marking (except in the case of dissertations where there is independent double marking of all materials), and then complete the marking grid with feedback. They will agree a provisional mark.
Stage 3	Internal Moderation An academic who has not marked the work, will review a sample to ensure fairness, consistency and parity of marking and feedback
Stage 4	Grades & Feedback Released Grades and feedback are usually released via Moodle within 20 working days of the deadline. Students are expected to read their feedback and take note of it for future assessments, even if they have passed.
Stage 5	External moderation. All submitted work is available to External Examiners in the Course with specific work seen by them according to agreed criteria.
Stage 6	The Module Board of Examiners. This meets at the end of each academic year and confirms marks for all students on all modules in the Course. It takes account of first and second marker comments plus those of the External Examiners. The Module Board of Examiners then ratifies the marks and awards.
Stage 7	Examination Board / Award Board. This takes place after the module Boards and ensures equity of treatment across all undergraduate courses. The Chief External Examiner is in attendance. The marks agreed here are the final ratified marks, which are then processed by Academic Registry. Final marks can be at variance with the provisional mark provided on the feedback sheet.
Stage 8	Formal Communication of Results. Academic Registry undertake to publish your results and disseminate this information to you according to agreed processes published by them. You will be able to access your own record through Student Records Online. Please note – it is against university policy to give results out over the telephone or via e-mail. You must access your feedback and results via the agreed procedure. It is unfair and unacceptable for you to ring or e-mail administrative or academic staff expecting results to be given.
Stage 9	Return of work. You should check student records; for awarded mark and any re-assessment dates

Appendix 2: – Apprenticeship Guidance

This section provides information for Students about undertaking skills development, as part of the apprenticeship at the University of Gloucestershire.

Agreed Partnerships:

Apprenticeships are an agreed partnership between:

- An employer with the intention and capability of employing the apprentice to completion of their training and end-point assessment and securing their longer term future.
- An apprentice who is motivated to learn and work diligently to complete their apprenticeship
- Training and support delivered either wholly in house or on behalf of the employer by a training provider, (in this case the University of Gloucestershire).

Apprenticeship Contract and Commitment Statement:

A written agreement (contract) has to be in place between the employer and the university, throughout the duration of the programme.

Duration and Employment Hours

The minimum duration of each apprenticeship is based on the apprentice working 30 hours a week or more for the entirety of the apprenticeship, including any off the job training they undertake.

Initial Skills Assessment (ISA)

Each apprentice should complete an initial skills assessment prior to delivery. This should assess academic and subject specific knowledge/skills and should be used to identify any individual support needs.

Individual Learning Plan (ILP)

The Individual Learning Plan should be completed with the student at the start of their apprenticeship. This is a working document that is to be used throughout the programme in collaboration with the student reviews.

Work based assessors and supervisors

Each student will be allocated a Practice Assessor within their workplace, to ensure in house training takes place towards the student's apprenticeship and support learning in practice.

20% off the job training

Off the job training (hours) (OTJT or OTJH) is defined as learning (of new knowledge, skills and/or behaviours) which is undertaken outside of the normal day to day working environment but within contracted hours that leads towards the achievement of an apprenticeship. T

Evidence must be kept demonstrating that the apprentice spends at least 20% of their time

(20% of their employed contract time) on off the job training.

The off the job training must be directly relevant to the apprenticeship framework or standard and could include the following:

- The teaching of theory (for example, lecturers, role playing, simulation exercises, online learning).
- Practical training, shadowing, mentoring, industry visits and attendance at competitions
- Learning support and time spent writing assessments / assignments
- Off the job training does not include:
- Progress reviews or on programme assessment required for an apprenticeship framework or standard
- Training which takes place outside the apprentice's paid working hours <https://www.gov.uk/government/publications/apprenticeships-off-the-job-training>

Learner Progress Reviews:

Learner Progress Reviews, between apprentice and the provider (the university i.e. your personal tutor or a coach in practice) will be carried out at least every 8-10 weeks – five times per academic year. Reviews must be recorded on Aptem and electronically signed by the apprentice, employer and provider (the university).

The review will:

- Identify the progress made to date and between reviews for each learning aim
- Reflect on progress towards the learning goals
- Review the Individual Learning Plan
- Set realistic but challenging and measurable to be achieved for the next review
- Reinforce Equal Opportunities, Prevent Duty and Health and Safety

Employer Reviews:

Regular meetings are to be held with the employer, to discuss overall progression of the cohort and identify any barriers and emerging opportunities.

Functional Skills / Maths and English (ISA)

Apprentices must have achieved level 2 functional skills or GCSE qualifications grade A* to C (or 4 to 9) in English and Maths before commencing the programme. For a list of acceptable qualifications, please see link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/734414/Specification_of_apprenticeship_standards_for_England.pdf

Withdrawal / Break in Learning / Change of Circumstances:

Any changes to the apprentice's circumstances i.e. change of employer, change of hours, change of address, break in learning etc will need to be documented and reported immediately. Any students wishing to take a break in learning or withdraw from the course must make contact with their personal tutor, the academic course leader and their employer as soon as possible.

End Point Assessment (EPA):

The IFATE and the Nursing and Midwifery Council have now integrated the apprenticeship knowledge, skills and behaviours standard and have moved to an integrated EPA

This apprenticeship is based on the Nursing and Midwifery Council's standards of proficiency and education programme standards. This means that those who successfully complete the apprenticeship will be eligible to apply for registration with the Nursing and Midwifery Council.

Appendix 3: Guidance for University of Gloucestershire nursing and nursing associate students to escalate and raise concerns related to clinical practice

This guidance does not replace NMC complaints process or local NHS complaints policy and should be considered after reference to the procedures recommended by your employing organisation and University of Gloucestershire Whistleblowing procedure.

The NMC Code requires that: You make sure that patient and public safety is protected. You work within the limits of your competence, exercising your professional 'duty of candour' and raising concerns immediately whenever you come across situations that put patients or public safety at risk. You take necessary action to deal with any concerns where appropriate.

NMC guidance (2019) applies to student nurses and student nursing associates in the same way that they apply to registrants. To uphold these principles, you should act as set out below in the situations in practice which give you serious cause for concern: <https://www.nmc.org.uk/standards/guidance/raising-concerns-guidance-for-nurses-and-midwives/>

- Inform your employer, practice assessor, tutor or lecturer immediately if you believe that you, a colleague or anyone else may be putting someone at risk of harm.
- Seek help immediately from an appropriately qualified professional if someone for whom you are providing care has suffered harm for any reason.
- Seek help from your practice assessor, tutor or lecturer if people indicate that they are unhappy about their care or treatment.
- We recognise that it might not be easy for you to raise a concern; you may not be sure what to do or the process may seem quite daunting. If you want some advice at any stage, The Nursing and Midwifery Council recommends that you talk to your university tutor or lecturer, your practice assessor, another registered nurse or midwife, or the supervisor of midwives in your practice area. You can also speak to your professional body, trade union or PCaW (public concern at work), who can offer you valuable confidential advice and support.

It may not be easy to raise a concern and this guidance aims to:

- help you to feel confident in raising concerns and to question and act upon concerns about practice in accordance with NMC Guidance for nurses and midwives: Raising and escalating concerns (NMC 2015);
- reassure you that if you raise a concern the university will support you through the process;
- advise you about how you can raise a concern
- ensure a response to your concerns and that you are aware of how to pursue them if you are not happy with the result

This guidance covers incidents which cause you concern and where you think the safety and well-being of those you have contact with may be put at risk. This might include issues surrounding:

- delivery of care
- conduct of staff
- breach of health and safety regulations
- lack of clinical equipment or lack of training
- misuse of clinical equipment
- criminal acts, fraud or financial malpractice

Concerns that you have about patient care might include:

- care that is below standards of practice
- something that you are not happy with that does not in your experience meet expected NMC standards
- improper conduct

The University of Gloucestershire aims to support good practice for high quality care and will endeavour to support you when raising a concern. If you raise a concern in good faith you are acting on your professional duty to safeguard the people in your care or the public. Raising a concern will not affect your progress on the programme and the university will not tolerate any criticism or negative responses regarding your actions when you raise a concern in good faith.

As well as getting support from your lecturer/tutor/practice assessor/practice supervisor you may find it useful to contact your professional body or trade union student adviser who will be able to give advice and information about raising concerns.

A pdf. copy of these documents will be stored in your cohort's MS Teams OneDrive.

Year 1 – 2025/26 – University Day Thursday																																																			
Sep-25			October				November				December				Jan-26				February				March				April				May			June				July				August									
15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	Week commencing
Induction Week	University week	Semester 1 NA4101 and NA4102									University week	Semester 1 NA4101 & NA4102		Academic Semester break		Univ. 201 & 206	Semester 2 NA4103 & NA4104										University week	Semester 2 NA4103 & NA4104				Academic Semester Break to include Retrieval Period																			
		Base Placement 1				Away Placement 1						Base Placement 1		Base Placement			Base Placement 2						Away Placement 2					Base Placement 2				Base Placement																			
5	10		11	12	13				14	15			21					22	23	24	25	26	27	28	29	30	31			32				38		39	40		41												
			1 PT						NA4102					2 CP					NA4101											3 PT						4 CP			NA4103	NA4104				NA4101 & 2				5 PT			
LPRs and Assessment Weeks																																																			

Year 2 – 2026/27– University Day Thursday																																																				
Sep-26				October				November				December				Jan-27				February				March				April				May				June				July				August								
7	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	Week Commencing
Induction Week	University week	Semester 3 NA5101 & NA5102											University week	Semester 3 NA5101 & NA5102							Academic Semester break Unr. 17 & 18th	Semester 4 NA5103 & NA5104										University week	Semester 4 NA5103 & NA5104							Academic Semester Break to include Retrieval Period												
		Base Placement 3					Away Placement 3							Base Placement 3									Base Placement 4					Away Placement 4					Base Placement 4							Base Placement												
5	10	11				12			13	14	19			20			21				22	23	24	25	26	27	28	29	30		31	32	33	38		39			40			41							LPRs and Assessment Weeks			
		6 PT						MASTER 1		7 CP							MASTER 2	MASTER 1			MASTER 2	8 PT									9 CP	MASTER 1							MASTER 1	Gateway Prep & 1st LPR	MASTER 2		Gateway & Celebration									

	Gateway Meeting
	Learner Progress Reviews (LPRs) Conducted
	Assessments
	University/induction week
	University semester break / retrieval
	Two days in Uni first week of Semesters 2&4
	Away placements
	Weeks containing a Public Holiday

First Year: Thursdays	
Induction day 1	15 September 2025
Induction day2	16 September 2025
Induction day3	17 September 2025
Induction day 4	18 September 2025
Induction day 5	19 September 2025
Teaching day 6	22 September 2025
Teaching day 7	23 September 2025
Teaching day8	24 September 2025
Teaching day 9	25 September 2025
Teaching day 10	26 September 2025
Teaching day 11	09 October 2025
Teaching day 12	16 October 2025
Teaching day 13	23 October 2025
Teaching day 14	20 November 2025
Teaching day 15	27 November 2025
Teaching day 16	01 December 2025
Teaching day 17	02 December 2025
Teaching day 18	03 December 2025
Teaching day 19	04 December 2025
Teaching day 20	05 December 2025
Teaching day 21	18 December 2025
Sem 2 Teaching day 22	28 January 2026
Sem 2 Teaching day 23	29 January 2026
Teaching day 24	05 February 2026
Teaching day 25	12 February 2026
Teaching day 26	19 February 2026
Teaching day 27	26 February 2026
Teaching day 28	05 March 2026
Teaching day 29	12 March 2026
Teaching day 30	19 March 2026
Teaching day 31	26 March 2026
Teaching day 32	23 April 2026
Teaching day 33	11 May 2026
Teaching day 34	12 May 2026
Teaching day 35	13 May 2025
Teaching day 36	14 May 2026
Teaching day 37	15 May 2026
Teaching day 38	21 May 2026
Teaching day 39	04 June 2026
Teaching day 40	11 June 2026
Teaching day 41	25 June 2026

Second Year: Thursdays	
Induction day 1	07 September 2026
Induction day2	08 September 2026
Induction day3	09 September 2026
Induction day 4	10 September 2026
Induction day 5	11 September 2026
Teaching day 6	14 September 2026
Teaching day 7	15 September 2026
Teaching day 8	16 September 2026
Teaching day 9	17 September 2026
Teaching day 10	18 September 2026
Teaching day 11	24 September 2026
Teaching day 12	29 October 2026
Teaching day 13	19 November 2026
Teaching day 14	26 November 2026
Teaching day 15	30 November 2026
Teaching day 16	01 December 2026
Teaching day 17	02 December 2026
Teaching day 18	03 December 2026
Teaching day 19	04 December 2026
Teaching day 20	17 December 2026
Teaching day 21	14 January 2027
Sem 2 Teaching day 22	17 February 2027
Sem 2 Teaching day 23	18 February 2027
Teaching day 24	25 February 2027
Teaching day 25	04 March 2027
Teaching day 26	11 March 2027
Teaching day 27	18 March 2027
Teaching day 28	25 March 2027
Teaching day 29	01 April 2027
Teaching day 30	08 April 2027
Teaching day 31	22 April 2027
Teaching day 32	29 April 2027
Teaching day 33	06 May 2027
Teaching day 34	10 May 2027
Teaching day 35	11 May 2027
Teaching day 36	12 May 2027
Teaching day 37	13 May 2027
Teaching day 38	14 May 2027
Teaching day 39	27 May 2027
Teaching day 40	17 June 2027
Teaching day 41	08 July 2027