**FdSc NURSING ASSOCIATE APPRENTICESHIP GUIDE**

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# Guidance for your apprenticeship

Your apprenticeship and its delivery have been designed to meet the requirements of:

* the Institute for Apprenticeship and Technical Education’s Nursing Associate Standard,
* the Education and Skills Funding Agency (ESFA), the government body responsible for funding apprenticeships in England,
* Ofsted, the regulator for foundation degree apprenticeships, and
* the Nursing and Midwifery Council, the professional regulator for nurses and midwives in the UK, and nursing associates in England.

## Your Apprenticeship Standard - ‘Nursing Associate’

*Apprentices commencing from September 2020*:

Your apprenticeship standard is the Nursing Associate 2018 (ST0827): <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-(nmc-2018)-v1-1>

*Apprentices who commenced prior to August 2019*:

Your apprenticeship standard is the Nursing Associate (ST0508 retired): <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-v1-1>

## Your Commitment Statement

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

### *Contract of employment and commitment statement*

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

## Declaration of Health and Good Character

In order to meet practice placement requirements, all applicants must demonstrate that they are of ‘good character’ and must Participate in an enhanced online pre-entry DBS check. Any previous cautions, reprimands and convictions must be declared. The presence of a caution, reprimand or conviction will not necessarily automatically result in rejection of the application but will be assessed in relation to the nature, severity and timing of the offence, and whether it is a single incident or repeat offence. Applicants may be invited for interview to discuss the circumstances before a decision is made. The employer will usually ensure this process is followed and provide appropriate evidence to the University.

Students are required to inform their employer and the Course Leader if there are any changes to their health and good character during the course and immediately prior to applying for registration. You are responsible for informing your Course Leader and employer immediately if you develop a health condition or disability that may affect your ability to practise safely and effectively. This is so that your fitness to remain on the course can be reassessed.

## Course Standards for Professional Behaviour while Studying on the Course

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

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

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

## University’s Fitness to Practise Policy and Procedure and your apprenticeship

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

## Initial Training Needs Analysis and Initial Assessment

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

## Individual Learning Plan (ILP)

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

## Off-the-job Learning Activities

Examples of learning that take place in the workplace through the delivery of ‘off-the-job’ hours are below. [[1]](#footnote-1) Off-the-job learning is recorded to assure the ESFA that each student has received at least 20% off-the-job learning/training. The breakdown of the off-the-job training for each student is recorded in the commitment statement.

*Off-the-job activities*

* Off-the-job learning is agreed with the employer as Part of the commitment statement within an agreement of responsibilities of all Parties.
* Acquisition of knowledge and understanding takes place through a combination of face-to-face lectures, small group seminars/workshops and work-based learning tutorials, online learning resources material, guided independent study and through ongoing supervision and assessment within clinical practice areas.
* The employer provides learning support for the individual student through a Practice Assessor.

## Tripartite Review Meetings

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

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

## Level 2 English and Maths

Students commencing the course in September 2020 must have level 2 English and Maths (or equivalents). Students who commenced prior to September 2020 must achieve level 2 skills by the end of the course, to be eligible to undertake the EPA. Your employer and the University will advise you on obtaining these qualifications. Functional skills support in English and/or maths cannot be included within your placement hours/ protected learning time and cannot be used as off-the-job training hours.

## End-Point Assessment (integrated) and Gateway

*This information was updated April 2021*

**PLEASE ENSURE** you understand your EPA and EPA gateway requirements and discuss these regularly with your employer and practice support tutor at your tripartite meetings.

When this apprenticeship standard was originally approved, it had a ‘non-integrated’ EPA, meaning additional assessments had to be undertaken after the degree was awarded in order to complete the apprenticeship. This is no longer the case and the EPA is now integrated in the degree. The Institute for Apprenticeships & Technical Education has published the EPA plan for the Nursing Associate fully integrated apprenticeship standard and here is a summary.

**Overview**

Apprentices will typically spend 24 months on-programme working towards the occupational standard. The EPA period should only start, and the EPA be arranged, once the employer and NMC Approved Education Institution are satisfied that the apprentice is consistently working at or above the level set out in the occupational standard and all of the pre-requisite gateway requirements for EPA have been met.

It is expected that the gateway will be reached on completion of the final qualification module and before the Examination Board. The EPA period is expected to last a maximum of one month beginning when the apprentice has passed the EPA gateway. The EPA starts with the Examination Board and finishes when the University makes the required declarations to the NMC. The apprentice is not required to carry out any additional assessments. The EPA will determine the overall apprenticeship standard and grades of:

* Pass
* Fail

Please note that you can no longer achieve a merit or distinction for your EPA and apprenticeship, but apprentices can still achieve merit (level 5 average mark of 60% - 69%) or distinction (level 5 average mark of 70% and over) for the FdSc Nursing Associate award.

**Gateway requirements**

(this wording has been contextualised for your apprenticeship)

* The apprentice has met the knowledge, skills and behaviours: the employer and University are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard.
* Achieved English and mathematics at Level 2.
* Practice Assessment Document (PAD) completed and signed-off by the workplace and University supervisor or assessor/practice and academic assessor.
* *For apprentices on the HEE Framework apprenticeship*: Completion of all required modules, taking into account any recognition of prior learning (RPL), of the qualification based on the Health Education England Nursing Associate Curriculum Framework (HEE 2017) which includes the mandatory protected learning time and a minimum 675 hours of external practice placements but before the Examination Board.
* *For apprentices on the NMC 2018 Standards apprenticeship*: Completion of all required modules, taking into account any Recognition of prior learning (RPL), of the foundation degree approved by the NMC in line with the requirements specified in the Nursing Associates Programme Standards (NMC 2018) which includes the mandatory protected learning time and a minimum 460 hours of external practice placements but before the Examination Board.

The EPA plan and your occupational standard are on these Institute for Apprenticeship & Technical Education web pages:

HEE Framework: <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-v1-1>

NMC 2018 Standards: <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-(nmc-2018)-v1-1>

## Attendance Requirements

You must satisfy the course requirements in terms of attendance and for the Nursing Associate award, this is a minimum of **2,300 programme hours** to qualify as a nursing associate. These hours must be protected for learning, whether in an academic, health, or care setting. These programme hours must include an equal balance of theory and practice learning (NMC 2018) so you will be required to undertake 1150 hours of theoretical learning and 1150 of practice learning.

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

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

If you are going to be absent, see sections below and the relevant online sections in the Course Handbook:

* Reporting your absence.
* Completion of personal portfolio to evidence absences, for making up missed hours.

### *Mandatory training attendance requirements*

You **must**attend all required mandatory training sessions and annual updates provided by your employers and ensure that your mandatory training record is up-to-date. Such mandatory training and update sessions may include moving and handling, emergency life support, first aid, personal safety, infection control, safeguarding children/vulnerable adults and fire. In view of health and safety reasons, you **will not be permitted** to commence your hub or spoke placement if you fail to attend such scheduled mandatory sessions and annual updates. Failure to attend mandatory training will therefore ultimately affect progression on the course.

## Reporting your absence

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

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

* Your full name
* Your course (Nursing Associate)
* Your practice support tutor’s name
* Date/s of absence
* Modules and or placement areas you will be absent from

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

## Types of Leave

### *Compassionate leave*

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

### *Maternity leave*

If you are pregnant and require maternity leave and support, you should inform your employer and your practice support tutor at the earliest possible time following confirmation of the pregnancy. These staff will advise the student and offer support as required to ensure that the best interests of the mother and baby are considered.

### *Paternity leave*

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

## Implications of Sickness and Absence

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

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

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

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

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

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

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

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

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

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

## Confirmation by Module Leaders of Theory and Practice Hours

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

### *Theory Hours*

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

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

### *Practice Hours*

You will be required to submit your Practice Assessment Documentation (PADs) (also Ongoing Achievement Record (OAR) for students commencing after September 2020) at set points during the year for audit by your practice support tutor. Please follow the process detailed in your Practice Learning Handbook regarding making time up. If you require an extended or additional placement due to exceptional circumstances and have evidence to support this, please discuss with your practice support tutor so arrangements can be made.

Your practice support tutor will be required to confirm you have met the required hours for progression at the exam board and failure to meet these requirements, without extenuating circumstances may result in failure to progress. On this course the academic advisor role is undertaken by the practice support tutor who also undertakes the NMC role of academic assessor.

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

## Practice Experience

Students will spend 1150 practice hours (Protected Learning Time) in work related activities over 45 weeks per year, with a 37.5 hour week (including one day per week at University).

* Students will have a primary placement that is called the **HUB** placement.
* Students should achieve 475 hours of practice learning in their HUB. This is called ***Protected Learning Time***. You should discuss with your employer how you are going to achieve your 475 hours of protected learning time. These hours may be managed as one or two days a week or may be blocked together.
* Students will also be required to achieve 675 hours of protected learning time away from the HUB in **SPOKE** and self-sourced enrichment experiences. **SPOKE** placements must “ensure that students achieve the variety of practice expected of nursing associates to meet the holistic needs of people of all ages” as detailed within the *NMC Standards for pre-registration nursing associate programmes* (2018, p.4). For details of the self-sourced enrichment experiences (120 hours over two years), see the Practice Learning Handbook.

Placement of the students and availability of the practice supervisors is the responsibility of the employing organisations but also supported by the Practice Learning team at LBU. In addition, practice support tutors are allocated time to support students in practice environments.

### *Practice Learning Handbook*

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

Your practice support tutor will also support you with any questions or concerns regarding any of the above areas if you have any questions regarding which is the appropriate policy to follow.

### *Uniforms and Name Badges*

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

## Safeguarding and the Prevent Duty for Nursing Associates

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

## Prevent Duty in the Health Sector

Health and social care providers (e.g., NHS Trusts) have specific requirements to fulfil under the Prevent duty. Please do check your employer’s guidance on this (there is normally training you need to undertake specifically for your employment).

## British Values and the Equality Act 2010

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

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

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

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

## Suspending Studies or Withdrawing from the Apprenticeship

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

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

## A selection of key University policies for Nursing Associate apprentices

Student Code of Code

<https://www.leedsbeckett.ac.uk/-/media/files/our-university/public-information/information-for-applicants-and-students/student_code_of_conduct.pdf>

Fitness to Practise Policy and Procedures

<https://www.leedsbeckett.ac.uk/-/media/files/policies/student/ups_fitness_to_practise_policy_procedure.pdf>

Social Media Policy for Students

<https://www.leedsbeckett.ac.uk/-/media/files/policies/student/ups_social_media_policy_for_students.pdf>

Dignity at Work and Study Policy

<https://www.leedsbeckett.ac.uk/-/media/files/policies/human-resources/uphr_dignity_at_work_and_study_policy.pdf>

Equality and Diversity

<https://www.leedsbeckett.ac.uk/studenthub/equality-diversity/>

Policy on Safeguarding Vulnerable Groups

<https://www.leedsbeckett.ac.uk/-/media/files/policies/safety-health-and-wellbeing/uphs_safeguarding_vulnerable_groups_policy.pdf>

Code of Practice on Freedom of Speech and Expression

<https://www.leedsbeckett.ac.uk/~/media/files/about/governance/student-regulations/tx_code_of_practice_on_freedom_of_speech.pdf?la=en>

# Process for student progression and review

This section sets out the expected processes for review of progression of students on the FdSc Nursing Associate apprenticeship. Terms used within the document:

* ***Practice support tutor*** - representative from LBU who is a point of contact for a student
* ***Clinical tutor*** - representative from the employer who oversees the progress of the apprentice and liaises with the apprentice and the practice support tutor
* ***HUB practice supervisor and practice assessor*** – the student’s supervisor and assessor in practice

### Hours Requirement

* Over the two years of the course, placement activities are required to be 1150 hours (NMC: Protected Learning Time on Practice for Nursing Associate Programmes 2018; Nurse Associate Apprenticeship Standard, HEE, 2017).
* The practice hours are accrued from:
  + **Hub Placement** of 475 hours of protected learning time in own placement area (Hub). There will be one assessment at the end of each year in this area.
  + **External placements (Spokes) and Self-Sourced Placements** of 675 hours protected learning time over the duration of the course. This will be organised as assessed placements each year in hospital or community settings. Failure to pass a placement will require a re-assessed placement.

### Academic Supervision

All students are allocated an academic advisor. On this course the academic advisor role is undertaken by the practice support tutor who also undertakes the NMC role of academic assessor.

This academic advisor is your first point of contact for academic and personal matters. The academic advisor is responsible for academic support across all modules and is there for pastoral support throughout the year. They may signpost to student services for counselling, financial support etc. as appropriate.

Expectations of academic supervision:

* **Within first four weeks:** The academic advisor will meet with the student at the start of the course (induction) and then offer an appointment within the first four weeks of semester one to discuss any personal support requirements and to review your pre-course work and academic plans. This meeting includes a review of the *learning and* *teaching needs assessment workbook*. The practice support tutor will record this in the University’s Student Engagement Monitoring System (SEMS).
* **End of semester 1:** Students are offered an academic tutorial once a year following semester one results, to look at your academic feedback and areas for development.
* **Ongoing support offered:** There are opportunities on an ongoing basis to meet with your academic advisor fo**r practice support** sessions. Students are able to discuss any support requirements with them either during or after the session.

Ongoing support can also be made on request from academic advisor on an ad hoc basis depending upon student need.

### Practice Assessment Document Audit

All students are provided with either: a Practice Assessment Document (PAD) (for students commencing before September 2020) or a Nurse Associate Practice Assessment Document (NAPAD) and Ongoing Achievement Record (OAR) (for students commencing September, 2020). The PAD/NAPAD/OAR is held by the student and documents progress in both HUB and SPOKE placement.

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

Feedback will be provided to students in the form of the PAD/NAPAD/OAR audit checklist. This process will also inform the tripartite review process.

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

Feedback will be provided to students in the form of the PAD/NAPAD/OAR audit checklist. This process also informs the tripartite review process.

* **End of year 2:** Final submission of PAD/NAPAD/OAR documents for PASS/FAIL.

### Attendance Review

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

### Employee Update Meetings

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

* **End of semester 1 (yearly):** Academic Assessors and the clinical tutor from the employers will meet yearly to review the following
* Attendance
* PAD/NAPAD/OAR/clinical progression
* Academic progress

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

### Tripartite Review Meetings

These meetings involve the academic advisor, the student and the hub practice supervisor/ assessor. The aim of these meetings is to review the student’s clinical progress in their HUB and SPOKE placement and to nurture relationships between the University, student and employer.

* **End of semester 1 and 2 (twice a year):** Academic advisors, the student and the HUB practice supervisor/assessor will meet twice a year to review the following:
* Attendance
* PAD/NAPAD/OAR/assessment/clinical progression
* Academic progress
* Update on progress on Functional Maths and English and Care Certificate for apprentices on the retired apprenticeship standard.
* There will be four tripartite meetings over the duration of the course.

1. Off-the-job learning is a statutory requirement for an English studentship. It is training received by the student, during the student’s normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved studentship referenced in the studentship agreement. *Dept for Education (2019)* [↑](#footnote-ref-1)