



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK

2023-24

FdSc Nursing Associate (Direct and Apprenticeship)

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1. Welcome and Introduction to FdSc Nursing Associate

1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

Welcome to the Foundation Degree Nurse Associate Programme. This course prepares students for employment as a Nursing Associate.

The course and modules are mapped to the Standards of Proficiency for Nursing Associates (NMC, 2018) and the Standards for pre-registration Nursing Associates (NMC, 2018) to ensure that they are proficient and confident practitioners, upholding the high level of safe, and competent care expected of a Nursing Associate within clinical practice.

Students completing this programme will have developed a wide portfolio of practical, clinical and academic skills. Academic skills developed during the course include reflective and report writing, critical thinking and evaluation, team working, use of databases to search for evidence, change management and leadership and management skills.

Successful completion of the FdSc Nurse Associate programme provides eligibility to apply for registration with the Nursing and Midwifery Council (NMC) as a Nursing Associate.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Joanne Wheaton	joannewheaton@southdevon.ac.uk
Programme Coordinator	Joanne Wheaton	joannewheaton@southdevon.ac.uk
Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Curriculum Head	Lucy Parkin	parkin@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

My name is Joanne Wheaton, I am a Registered Nurse with over 30 years' experience. My background is in acute medicine and care of the older adult, I have particular interest in Parkinson's disease and dementia. I also have a passion for education, so this role enables me to share my knowledge and experiences with you whilst facilitating your learning and development.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this [link](https://www.ucsd.ac.uk/research-and-expertise/health-care-professions-and-nursing/) <https://www.ucsd.ac.uk/research-and-expertise/health-care-professions-and-nursing/>

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Joanne Wheaton	1006 – Preparatory skills	joannewheaton@southdevon.ac.uk	N/A
Joanne Wheaton	1014 – Clinical practice for the Nursing Associate 1	joannewheaton@southdevon.ac.uk	N/A
Ella Reynolds	1015 – Contextualised theory for the Nursing Associate 1018 – Clinical interventions	ellareynolds@southdevon.ac.uk	On maternity leave until April 2024. Joanne Wheaton will cover 1015 and Zoe Bradley 1018
Zoe Bradley	1016 – The Human Life Span	zoebradley@southdevon.ac.uk	N/A

	1017 – Health and inequalities		
Joanne Wheaton	2023 - Clinical Practice for the Nursing Associate 2	joannewheaton@southdevon.ac.uk	N/A
Joanne Wheaton	2024 - Equality in Public Health	joannewheaton@southdevon.ac.uk	N/A
Zoe Bradley	2025 - Personal Development and Well-being	zoebradley@southdevon.ac.uk	N/A
Joanne Wheaton/Zoe Bradley	2026 - Specialist skills for the Nursing Associate	joannewheaton@southdevon.ac.uk zoebradley@southdevon.ac.uk	N/A

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

NMC Standards :

- [The Code](#)
- [Standards of proficiency for nursing associates](#)
- [Standards for pre-registration nursing associate programmes](#)

1.7 Curriculum design principles

Pro programme Rationale (summary)

The Nursing Associate programme is relatively new to UCSD with the first cohort of apprentices starting in January 2022. We are the first Higher Education College to gain NMC approval to run this exciting programme and are therefore leaders in the industry. We liaise very closely with healthcare providers in the locality to provide placements for our nursing associate students. This enables them to experience various healthcare settings within the sector to determine their progression route once they have qualified as a Registered Nursing Associated

Context

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the Nursing and Midwifery Council Standards and the Apprenticeship standard for Nursing Associates. The programme balances academic and practice-based demands to prepare students for the roles of a Nursing Associate in the public and independent sector.

The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement. There is a strong synthesis between work-related and work-based learning, enabling excellent theory to practice links and the promotion of current, evidence-based practice.

The programme is coordinated and taught by Registered Nurses/Midwives from varied disciplines ensuring an array of industry experience and accountability to our learners.

Content

The Nursing Associate role in practice requires a high level of skill and knowledge in bridging the gap between the Registered Nurses and the support staff within health and social care environment; the nature of this programme and subsequent registration allows for a Nursing Associate to practice across field of nursing and has clear progression routes for those wishing to pursue a career as a Registered Nurse.

Using the NMC standards at the core of our programme, the modules are delivered in sequence to ensure a linear approach to learning whilst building on previous modules. The course also uses an NMC clinical skills portfolio which spans across the two years of the course and maps to the NMC standard. The state-of-the-art simulation suite available to students simulates a real-life clinical environment to provide students with the opportunity to be immersed in clinical practice prior to placement. Alongside clinical skills, the course focuses on transferable, non-technical skills such as communication, compassion and person-centred care.

1.8 Teaching and Learning Strategy

The programme is delivered over a two-year period in modular format. The course utilises face-to-face lectures/seminars, group work, simulated technical skills and self-directed study. Online learning resources such as Moodle, 'safe medicate' and 'Elsevier clinical skills' are utilised to aid learning. Each module schedule of work is designed to ensure a balance between these delivery methods with interprofessional delivery and industry speakers to ensure students receive a range of experiences throughout the course. The course utilises Rosenshine's principles of instruction and Sherrington's Walk-Thru to guide our teaching practice, including dual coding, retrieval practices, modelling, scaffolds and inclusive questioning techniques such as Think-pair-share and show me boards.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Once qualified, Nursing Associates may work across a wide range of healthcare settings and clinical areas, including acute or community hospitals, community nursing teams and GP Practices as a Band 4 Registered Nursing Associate.

You can also progress to BSc (Hons) Enhanced Integrated Care at South Devon College or apply to progress on the second year of a Nursing degree programme with one of our associated University Partners.

At the end of the first year of studies on the FdSc Nursing Associate, students who are no longer or able to continue on a clinical programme can either exit their studies with the Certificate of Higher Education or transfer their studies onto the non-clinical Foundation Degree Health Studies. Students will be supported with the decision to transfer their studies onto this non-clinical pathway at the end of the first year of studies. Students who elect to continue onto the clinical programme, FdSc Nursing Associate, can still transfer their studies within the first 3 weeks of the second year onto the non-clinical programme, FdSc Health Studies.

Due to the vocational nature of the programme and exposure to industry placements, students will meet employers and be encouraged to form network-links to healthcare providers within the locality of UCSD

1.10 Resources to support outstanding teaching and learning.

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Students have access to Moodle resources, e-library and study skills resources as well as the student support hub.

In addition, each module guide will have a suggested and recommended reading list.

Students will also be provided with personal log-ins for 'safe medicate' – a resource to

practice numeracy and drug calculations as well as 'Elsevier clinical skills' – a resource providing short competency-based courses for specific clinical skills.

1.11 Knowledge, skills and behaviours developed on the programme.

Applicable to **apprentice** Trainee Nurse Associates only

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/> They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

[Nursing associate \(NMC 2018\) / Institute for Apprenticeships and Technical Education](#)

Knowledge, skills and behaviour mapping to modules

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
K1	Understand the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and how to fulfil all registration requirements			X	X	X	X	X	X	X	X	X	9
K2	Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health			X		X				X	X		4
K3	Understand the professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and well-being required to meet people's needs for mental and physical care			X	X		X			X	X		5
K4	Understand the principles of research and how research findings are used to inform evidence-based practice			X	X								2
K5	Understand the meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide care			X			X		X		X		4

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
K6	Understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice			X	X				X		X		4
K7	Understand the importance of courage and transparency and apply the Duty of Candour			X	X			X		X			4
K8	Understand how discriminatory behaviour is exhibited			X	X	X	X	X	X	X	X	X	9
K9	Understand the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people						X			X			2
K10	Understand the principles of epidemiology, demography, and genomics and how these may influence health and well-being outcomes						X			X			2
K11	Understand the factors that may lead to inequalities in health outcomes						X			X			2
K12	Understand the importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and well-being					X	X			X			3

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
K13	Understand the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes					X	X			X	X		4
K14	Understand the importance of health screening			X			X		X	X			4
K15	Understand human development from conception to death, to enable delivery of person-centred safe and effective care			X		X			X			X	4
K16	Understand body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology, social and behavioural sciences as applied to delivery of care			X			X	X	X			X	5
K17	Understand commonly encountered mental, physical, behavioural and cognitive health conditions as applied to delivery of care			X			X		X	X		X	5
K18	Understand and apply the principles and processes for making reasonable adjustments			X						X		X	3

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
K19	Know how and when to escalate to the appropriate professional for expert help and advice			X						X		X	3
K20	Know how people's needs for safety, dignity, privacy, comfort and sleep can be met			X						X		X	3
K21	Understand co-morbidities and the demands of meeting people's holistic needs when prioritising care			X	X	X	X		X	X		X	7
K22	Know how to meet people's needs related to nutrition, hydration and bladder and bowel health			X					X			X	3
K23	Know how to meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity			X					X			X	3
K24	Know how to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain			X	X	X			X	X		X	6
K25	Know how to deliver sensitive and compassionate end of life care to support people to plan for their end of life			X							X	X	3

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
K26	Understand where and how to seek guidance and support from others to ensure that the best interests of those receiving care are upheld			X	X				X	X		X	5
K27	Understand the principles of safe and effective administration and optimisation of medicines in accordance with local and national policies			X				X				X	3
K28	Understand the effects of medicines, allergies, drug sensitivity, side effects, contraindications and adverse reactions			X				X				X	3
K29	Understand the different ways by which medicines can be prescribed			X				X				X	3
K30	Understand the principles of health and safety legislation and regulations and maintain safe work and care environments			X	X	X	X	X	X	X	X	X	9
K31	Understand how inadequate staffing levels impact on the ability to provide safe care and escalate concerns appropriately			X					X		X		3
K32	Understand what constitutes a near miss, a serious adverse event, a critical incident and a major incident			X	X				X			X	4

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
K33	Understand when to seek appropriate advice to manage a risk and avoid compromising quality of care and health outcomes			X	X				X		X		4
K34	Know and understand strategies to develop resilience in self and know how to seek support to help deal with uncertain situations			X	X						X		3
K35	Understand own role and the roles of all other staff at different levels of experience and seniority in the event of a major incident			X	X				X		X		4
K36	Understand the roles of the different providers of health and care			X							X	X	3
K37	Understand the challenges of providing safe nursing care for people with complex co-morbidities and complex care needs			X					X			X	3
K38	Understand the complexities of providing mental, cognitive, behavioural and physical care needs across a wide range of integrated care settings			X							X	X	3
K39	Understand the principles and processes involved in supporting people and families with a range of care needs to maintain optimal independence and avoid unnecessary interventions and disruptions to their lives			X					X			X	3

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
K40	Understand own role and contribution when involved in the care of a person who is undergoing discharge or a transition of care between professionals, settings or services			X						X		X	3
K41	Know the roles, responsibilities and scope of practice of different members of the nursing and interdisciplinary team, and own role within it			X							X	X	3
K42	Understand and apply the principles of human factors and environmental factors when working in teams			X	X			X	X		X	X	6
K43	Understand the influence of policy and political drivers that impact health and care provision			X			X			X		X	4
S1	Act in accordance with the Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2018), and fulfil all registration requirements			X	X	X	X	X	X	X	X	X	9
S2	Keep complete, clear, accurate and timely records			X				X	X			X	4

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
S3	Recognise and report any factors that may adversely impact safe and effective care provision			X				X	X		X	X	5
S4	Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills			X	X				X		X		4
S5	Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: Standards of proficiency for nursing associates Annex A & B (NMC 2018)			X	X				X			X	4
S6	Act as an ambassador for their profession and promote public confidence in health and care services			X	X	X	X	X	X	X	X	X	9
S7	Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges			X	X	X	X	X	X	X	X	X	9
S8	Recognise signs of vulnerability in self or colleagues and the action required to minimise risks to health			X	X				X		X		4

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
S9	Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues			X					X			X	3
S10	Provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive care at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments			X	X	X	X	X	X	X	X	X	9
S11	Report any situations, behaviours or errors that could result in poor care outcomes			X	X			X	X		X	X	6
S12	Challenge or report discriminatory behaviour			X	X	X	X	X	X	X	X	X	9
S13	Apply the aims and principles of health promotion, protection and improvement and the prevention of ill health when engaging with people						X			X			
S14	Promote preventive health behaviours and provide information to support people to make informed choices to improve their mental, physical, behavioural health and wellbeing						X			X			2

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
S15	Identify people who are eligible for health screening			X			X		X	X			4
S16	Promote health and prevent ill health by understanding the evidence base for immunisation, vaccination and herd immunity						X			X			2
S17	Protect health through understanding and applying the principles of infection prevention and control, including communicable disease surveillance and antimicrobial stewardship and resistance			X				X		X		X	4
S18	Apply knowledge, communication and relationship management skills required to provide people, families and carers with accurate information that meets their needs before, during and after a range of interventions			X						X		X	3
S19	Recognise when capacity has changed recognise and how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent			X						X		X	3
S20	Recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk			X			X		X			X	4

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
S21	Monitor the effectiveness of care in partnership with people, families and carers, documenting progress and reporting outcomes			X					X			X	3
S22	Take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated			X					X			X	3
S23	Work in partnership with people, to encourage shared decision making, in order to support individuals, their families and carers to manage their own care when appropriate			X					X			X	3
S24	Perform a range of nursing procedures and manage devices, to meet people's need for safe, effective and person-centred care			X					X			X	3
S25	Meet people's needs for safety, dignity, privacy, comfort and sleep			X					X			X	3
S26	Meet people's needs related to nutrition, hydration and bladder and bowel health			X									1

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
S27	Meet people's needs related to mobility, hygiene, oral care, wound care and skin integrity			X					X			X	3
S28	Support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain			X					X	X		X	4
S29	Give information and support to people who are dying, their families and the bereaved and provide care to the deceased			X					X	X		X	4
S30	Recognise when a person's condition has improved or deteriorated by undertaking health monitoring, interpreting, promptly responding, sharing findings and escalating as needed			X					X			X	3
S31	Act in line with any end of life decisions and orders, organ and tissue donation protocols, infection protocols, advanced planning decisions, living wills and lasting powers of attorney for health			X					X			X	3
S32	Work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams			X					X			X	3

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
S33	Maintain safe work and care environments			X					X			X	3
S34	Act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required			X					X			X	3
S35	Accurately undertake risk assessments, using contemporary assessment tools			X					X			X	3
S36	Respond to and escalate potential hazards that may affect the safety of people			X					X			X	3
S37	Participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies			X					X				2
S38	Prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members			X					X	X		X	4
S39	Recognise when people need help to facilitate equitable access to care, support and escalate concerns appropriately			X					X			X	3
S40	Support and motivate other members of the care team and interact confidently with them			X					X		X	X	4

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
S41	Monitor and review the quality of care delivered, providing challenge and constructive feedback when an aspect of care has been delegated to others			X					X		X	X	4
S42	Support, supervise and act as a role model to nursing associate students, health care support workers and those new to care roles, review the quality of the care they provide, promoting reflection and providing constructive feedback			X	X	X	X	X	X	X	X	X	9
S43	Contribute to team reflection activities to promote improvements in practice and services			X					X		X	X	4
S44	Access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary teams			X					X			X	3
B1	Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences			X	X	X	X	X	X	X	X	X	9
B2	Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice			X	X	X	X	X	X	X	X	X	9

		Tutorial	On the job	UCSD1014	UCSD1015	UCSD1016	UCSD1017	UCSD1018	UCSD2023	UCSD2024	UCSD2025	UCSD2026	Total modules for each KSB
B3	Be adaptable, reliable and consistent, show discretion, resilience and self-awareness			X	X	X	X	X	X	X	X	X	9

1.12 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task and receive summative developmental feedback and a grade for the task within 20-working-days.

The programme utilises a range of assessment methods to include exams, written assignments/coursework and presentations.

In addition, students will undertake Integrated Structured Clinical Examinations (ISCEs) which provides an opportunity for students to demonstrate simulation clinical skills.

Each module in the programme will have different approaches to assessment. The assessment methods used include written tests, examinations, assignments and Objective Structured Clinical Examinations (OSCEs). You will be supported by the academic team to ensure you are supported throughout the module to prepare you for the end of module assessment. Support is also available from the student support hub.

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
<p><u>March 2022- informal verbal feedback</u></p> <p>Students fed back that the length of module 1016 did not allow enough time for the content to be delivered in a realistic and timely way.</p> <p><u>March 2023 – informal verbal feedback</u></p> <p>Students requested a well-being de-brief following placement, due to nature of their placements.</p>	<p><u>April 2023</u></p> <p>The timetable has been modified to ensure enough time is allocated to this module to allow for timely delivery</p> <p><u>April 2023</u></p> <p>Well-being delivered a de-brief session when the students returned from placement. This is going to be a regular session going forward. There is the option of a group session or on a one-to-one basis.</p>

1.14 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic->

[regulations-and-procedures-and-policies/](#) By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and

assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.15 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Specific to FdSc Nursing Associate Programme~ Successful completion of the programme will provide you with a Foundation degree which will then enable you to progress to the second year of a BSc honours degree with one of our associated university partners if you wish to follow this path.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and prevent, online safety activities, and opportunities to report misconduct and bullying.

Specific to FdSc Nursing Associate Programme~ You will have developed your reflective and critical thinking skills over the duration of the programme to enable progression in your chosen path as a Registered Nursing Associate. You will be in the unique position to make a positive impact on peoples' lives as well as be part of the future generation nurses.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

Specific to FdSc Nursing Associate Programme~

As a Nursing Associate, you will be regulated by the Nursing and Midwifery Council (NMC). This requires working within the standards for Registered Nursing Associates (RNA). You will be able to apply your knowledge and skills to your chosen career to build upon your learning during the programme, in preparation for revalidation every 3 years. As an RNA you will be required to revalidate every 3 years. This will involve providing evidence of practice hours, continuing professional development (CPD) and practice related feedback using the resources on the NMC website.

1.16 Preparation for employment and further academic study

Once qualified, Nursing Associates may work across a wide range of healthcare settings and clinical areas, including acute or community hospitals, community nursing teams and GP Practices as a Band 4 Registered Nursing Associate.

You can also progress to BSc (Hons) Enhanced Integrated Care at South Devon College or apply to progress on the second year of a Nursing degree programme with one of our associated University Partners. During the programme, students will experience placements covering the following fields of nursing:

- 1) Adult, 2) Child, 3) Mental health 4) Learning disability

These placements introduce students to the sectors and can provide progression routes into employment within healthcare. The academic team, along with the placement coordinator maintain regular contact with placement providers to ensure processes are reviewed to provide a safe and supportive learning environment in line with UCSD policy. We also work in collaboration with many healthcare professionals, integrating them onto the programme to participate in our taught sessions as guest speakers.

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the Nursing and Midwifery Council Standards and the Apprenticeship standard for Nursing Associates. The programme

balances academic and practice-based demands to prepare students for the roles of a Nursing Associates in the public and independent sector.

1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.				Industry speakers	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	UCSD 1006 UCSD 1014 UCSD 1018 UCSD 2025	LO 1,2,3 LO 1,2,3,4,5,6 LO.2 LO 1,2,3,4,5	C1 C1 P1 T1, T2 C1, C2		Engagement in UCSD Student Voice activities UCSD HE Study Skills support
Digital skills	Students demonstrate the	UCSD 1006 UCSD 1014 UCSD 1015	LO. 1,2 LO.4,6	C1, P1 C1		Accessing and managing Moodle,

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	essential digital knowledge, behaviours, and skills needed by employers.	UCSD 1016 UCSD 1017 UCSD 1018 UCSD 2023 UCSD 2025	LO1,2,3,4 LO1,2,3,4 LO.4 LO.2 LO 1,2,3,4,5,6	T1 P1 T1, T2 C1, P1		MS Teams, Library, OneDrive, email etc. UCSD HE Study Skills support
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	UCSD 1014 UCSD 1015 UCSD 1016 UCSD 1017 UCSD 1018 UCSD 2023 UCSD 2024 UCSD 2025 UCSD 2026	LO. 1,2 LO.4,6 LO1,2,3,4 LO1,2,3,4 LO.4 LO.2 LO 1,2,3,4,5,6 LO 1,2,3,4 LO 1,2,3,4,5,6,7	C1, P1 C1 T1 P1 T1, T2 C1, P1 P1, C1	Practice placements	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.				Practice placements	UCSD Employability Support and Personal Tutor Support
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This					

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	can, but does not have to, lead to venture creation.					
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	UCSD 1006 UCSD 1015 UCSD 2025	LO 1,2,3,4 LO 1,2,3,4 LO 1,2,3,4	C1, P1 C1 C1, C2	Practice placements	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	All modules			Practice placements	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.				Practice placements Guest speakers PLC meetings Research showcase Student representative meetings.	Linkedin
Further information:						Extra employability-related activity will be recorded on the

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
<p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p> <p>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						<p>Employability Activity Form.</p>

1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

Date of Programme Approval: January 2021

2.2 Brief Description of the Programme

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the Nursing and Midwifery Council Standards and the Apprenticeship standard for Nursing Associates. The programme balances academic and practice-based demands to prepare students for the roles of a Nursing Associate in the public and independent sector.

The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement. There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links.

The Nursing Associate role in practice requires a high level of skill and knowledge in bridging the gap between the Registered Nurses and the support staff within health and social care environment; the nature of this programme and subsequent registration allows for a Nursing Associate to practice across field of nursing, and has clear progression routes for those wishing to pursue a career as a Registered Nurse

At the end of the first year of studies on the FdSc Nursing Associate, students who are no longer or able to continue on a clinical programme can either exit their studies with the Certificate of Higher Education or transfer their studies onto the non-clinical Foundation Degree Health Studies. Students will be supported with the decision to transfer their studies onto this non-clinical pathway at the end of the first year of studies. Students who elect to continue onto the clinical programme, FdSc Nursing Associate, can still transfer their studies within the first 3 weeks of the second year onto the non-clinical programme, FdSc Health Studies.

2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

Nursing and Midwifery Council (NMC)

2.4 Exceptions to Regulations

In accordance with NMC assessment requirements (NMC Standards Part 1; paragraph 5.16) compensation is not permitted for this programme of study, across theory and practice learning.

Students will be required to achieve 80% in the medication calculation test within module UCSD1018 - Clinical Interventions. (NMC Standards (Part 3, Paragraph 4.6)

2.5 Programme Aims

The programme will provide:

1. Nursing Associates with the knowledge, skills and attitudes to safely and effectively practice within their parameters of practice to meet the health and care needs of individuals across the lifespan, valuing mental health equally to physical health.
2. Nursing Associates who are competent, confident and compassionate, providing high quality, evidence-based, holistic, non-judgemental person-centred care.
3. Nursing Associates who promote interpersonal communication, team-working and leadership skills, to facilitate effective partnerships with service users, families, and the wider multi-professional team, valuing and responding to their contributions to promote service users' well-being and experiences of health and care.
4. Authentic work-based learning experiences, theoretical content and creative assessment, that ensures students are fit to practice, to support care delivery across a diverse range of settings, while ensuring they are situationally competent in the context of their employed role, contributing to service improvement and quality enhancement.
5. Critically reflective and reflexive Nursing Associates who utilise contemporary, systematic knowledge and evidence through a wide range of clinical, care and interpersonal skills to underpin their practice, committed to continuing professional development and lifelong learning deliver.

2.6 Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

Knowledge and understanding

- 1) The knowledge, skills and attitudes to safely and effectively practice within their parameters of practice to meet the health and care needs of individuals across the lifespan, valuing mental health equally to physical health.
- 2) Into competent, confident and compassionate individuals, providing high quality, evidence-based, holistic, non-judgemental person-centred care.
- 3) Theoretical principles to the recognition of and response to, a diverse range of physical and mental health problems, public health concerns and end of life issues in relation to the knowledge of the service user experience in a non-judgemental fashion.
- 4) The fundamental principles of the nursing process including assessment, planning, implementation and evaluation of care.

Cognitive and intellectual skills

- 1) Critical analysis of a range of theoretical concepts and frameworks and apply to work-based learning experiences in a range of contexts

- 2) Critical thinking skills, to develop and sustain a coherent discussion and conclusion drawing upon essential aspects of knowledge and practice
- 3) Critical reflection skills to develop professional values, beliefs and respect to appreciate the importance of diversity, equality and non-judgmental practice
- 4) Problem-solving, decision-making and research skills essential for the application of theoretical knowledge to practice in a challenging and changing healthcare context.

Key and transferable skills

- 1) Use situational judgement in the provision of care, supporting service improvement, quality enhancement and equitable access to services, to enable individuals to improve, maintain or recover health.
- 2) Respond to feedback to develop and improve learning
- 3) Deliver effective communication and inter-personal skills for a range of audiences that recognise and respect individual differences and limitations
- 4) Utilise a critically reflective approach that supports continuing professional development and lifelong learning, evaluating own strengths, limitations and performance identifying the impact in relation to the role.

Employment related skills

- 1) Information Technology skills to support learning and safe patient care
- 2) Numeracy skills to promote clinical and care skills including medication management required for safe and effective care, recognising parameters of practice
- 3) Use multi-professional teamwork and leadership skills, in partnership with service users and their families to promote health and well-being
- 4) Recognition for their role in maintaining and developing standards, remaining accountable for the management of themselves and others to deliver quality healthcare to a range of service users.

Practical skills

- 1) The ability to apply the nursing process with compassion and empathy whilst planning, delivering and evaluating person centred care
- 2) The ability to deliver safe practice and competent care as a Nursing Associate across boundaries in a range of health and care settings care consistent with duty of care, equality and diversity, and the need for candour.
- 3) Professional practice underpinned by the Nursing Associate Curriculum Framework and the Nursing Associate Apprenticeship Standards domains and learning outcomes related to knowledge, clinical and care skills and the required attitudes and behaviours.
- 4) The personal qualities and resilience to practice and learn in a range of contexts.

2.7 Progression Route(s) – What you can do next

Once qualified, Nursing Associates may work across a wide range of healthcare settings and clinical areas, including acute or community hospitals, community nursing teams and GP Practices.

You can also progress to BSc (Hons) Enhanced Integrated Care at South Devon College or apply to progress on the second year of a Nursing degree programme with one of our associated University Partners.

2.8 Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

Entry Requirements for FdSc Nursing Associate	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Work Experience	A minimum of 1 year's previous experience within a health care setting is desirable.
Interviews	All applicants will participate in Multi Mini Interviews, which will contain representation from the Employer/Placement Learning Partners and Patients and Service User group.
DBS	An enhanced Disclosure and Barring Service (DBS) clearance is required for this programme.
Occupational Health Screening:	You will be required to undertake a confidential online Health Check prior to the start of the academic term and further occasional health assessments may also be required. Further information is available via the UCSD Pre Course Occupational Health Screening Process

<p>Admissions Criteria for Higher Level Apprentices</p>	<p>Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard, is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA)</p> <p>All candidates must be employed in a role related to the subject matter of the Higher Apprenticeship and be sponsored by their employer.</p> <p>All Higher Apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the degree. Although the College may receive direct applications and filter these applications before passing them to prospective employers, some apprentices may apply directly to an employer. Either way, after acceptance by an employer, South Devon College will require a formal application, which it will assess according to the programme entry criteria.</p>
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3. Module Records

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1006

MODULE TITLE: Clinical Education Preparatory Skills

CREDITS: 0

FHEQ LEVEL: Four

HECOS CODE: 100962

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

This non-credit bearing module provides information and techniques for participatory training to prepare students for the underpinning clinical education qualification. It is intended to support students from who may not have undertaken any formal education for some time and/or have no higher education experience with essential skills and tools to undertake a foundation degree qualification within clinical education.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	P1 (Practical)	Pass/Fail		

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Demonstrate the required study skills to undertake academic study in Higher Education
- Demonstrate the ability to communicate and collaborate with peers and colleagues in a disciplined and respectful manner

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Identify the differences between academic and reflective writing for healthcare LO2. Demonstrate an understanding of descriptive and analytical writing LO3. Develop coherent arguments using a structured framework whilst utilising relevant contemporary evidence to both support and refute a proposition or argument.	Knowledge and Understanding 1 Cognitive and Intellectual Skills 1, 2 & 4 Key and Transferable Skills 2, 3 & 4 Employment Related Skills 1 & 2

LO4. Demonstrate Harvard referencing system consistently.	
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DATE OF APPROVAL: 12/01/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 10/09/2021	SEMESTER: Semester One
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 105

MODULE LEADER: Joanne Wheaton

OTHER MODULE STAFF:

Summary of Module Content

This module offers students an appropriate level of academic literacy and research conventions in healthcare. Students will obtain the key skills and main concepts relating to ICT, computers, devices, and software competences to support academic and professional practice. The module enables students to learn through best practice and provides them with the enhanced skills in information literacy, including search strategies, identification and critical selection of quality, scholarly information. The module aims to give students guidance in how to deal with the main writing and reading tasks that are required of them in an academic context. The course will be very practical and will maintain relevance by encouraging students to use material from their own academic studies as a basis for the classes.

Areas covered will include:

- Writing
 - Types of essay
 - Analysis of essay titles
 - Planning an argument
 - Supporting arguments and acknowledging sources
 - Text cohesion and signposting
 - Academic style and register
- Reading
 - Identifying key themes and ideas
 - Following and analysing arguments
 - Selecting and prioritising information
 - Using bibliographies and extending your research
 - Scope and syllabus

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Online distance learning supported by problem-based study materials including directed reading and contact / structured discussion with peers and academic and e-tutor staff.		
Total		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (500 words) LO3 & LO4	Total: 100%
Practical	IT Skills Portfolio LO1 & LO2	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (500 words) LO3 & LO4	Total: 100%
Practical	IT Skills Portfolio LO1 & LO2	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Joanne Wheaton Date: 23/04/2023	Approved by: Lucy Parkin Date: 23/04/23
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South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1014 **MODULE TITLE:** Clinical Practice for the Nursing Associate

CREDITS: 40 **FHEQ LEVEL:** 4 **HECOS CODE:** 100746
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This practice-based module will introduce students to the principles and practice of a Nursing Associate. The focus is to provide students with the necessary knowledge to participate in the delivery of care in the specified clinical setting and demonstrate competence against the national occupational standards expected of a Nursing Associate.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
P1 (Practical)	Pass/Fail	C1 (Coursework)	100%		

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

By the end of this module students will be able to:

- Apply knowledge and understanding in the context of nursing practice from a range of practice placement learning opportunities across the different fields of nursing to include Adult, Child, Learning Disability and Mental Health).
- Demonstrate confidence in delivering competent practice utilising current skills in order to maintain safe and effective standards of patient and client care.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
LO1. Demonstrate proficiency in a range of competencies across the Nursing and Midwifery Council's Standards of proficiency for Nursing Associates.	Knowledge and Understanding 1, 2, 3 & 4	1.13; 1.14; 1.15; 1.16; 1.17; 2.7; 2.9; 3.6; 3.7; 3.10; 3.12;
LO2. Demonstrates the acquisition of a range of basic clinical skills within the practice learning environment	Cognitive and Intellectual Skills 1, 2, 3 & 4	3.24; 5.1; 5.3; 5.4; 5.5; 5.85

<p>LO3. Analyses their individual awareness of the role of the Nursing Associate in meeting the needs of patients and clients across the lifespan in a range of healthcare settings, promoting partnership working with patients and carers.</p>	<p>Key and Transferable Skills 1, 2, 3 & 4</p>	<p>A1; A2; A3; A4; B1; B2; B3; B4; B5; B6; B7; B8; B9; B10</p>
<p>LO4. Demonstrates the ability to apply the concept of assessing, planning, implementing and evaluating evidence-based care interventions for unwell patients across the life-span.</p>	<p>Employment Related Skills 1, 2, 3 & 4</p>	
<p>LO5. Demonstrates the knowledge and skills to promote and provide effective, safe, evidence-based care</p>	<p>Practical Skills 1, 2, 3 & 4</p>	
<p>LO6. Demonstrates the development of effective diagnostic and decision-making skills to aid the assessment and delivery of nursing care for individuals across the lifespan, experiencing a spectrum of physical and mental health care needs</p>		
<p>LO7. Demonstrates autonomous, accountable practice within professional codes and ethico-legal frameworks in order to provide safe and effective nursing care underpinned by professional attitudes that value the human rights and dignity of service users</p>		

<p>DATE OF APPROVAL: 12/01/2021</p>	<p>AWARDING BODY: South Devon College</p>	
	<p>SEMESTER: Semester 1 & 2</p>	
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 103

MODULE LEADER: Joanne

OTHER MODULE STAFF: Zoe Bradley

Wheaton

Summary of Module Content

- A range of observational, recording and reporting skills
- Hygiene, nutrition, and elimination needs
- Basic principles of infection control
- Self awareness and analysis
- Personal Attributes and Qualities

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Lectures/seminars	40	Presentations of concepts/theory/research
Work Based Learning	330	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Learning	30	Individual assignment development, independent reading
Total	400	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio of Evidence incorporating Ongoing Achievement Record	100%
	LO1, LO2, LO3, LO4, LO5, LO6 and LO7	100%
Practical	Practice Assessment Document	Pass/Fail
	LO1, LO2, LO4, LO5, LO6 and LO7	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Continuation of Portfolio of Evidence incorporating Ongoing Achievement Record LO1, LO2, LO3, LO4, LO5, LO6 and LO7	100%
		100%
Practical	Practice Assessment Document LO1, LO2, LO4, LO5, LO6 and LO7	Pass/Fail
		100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Joanne Wheaton Date: 05/01/2022	Approved by: Lucy Parkin Date: 05/01/2022
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South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1015 **MODULE TITLE:** Contextualised Theory for the Nursing Associate
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100260
PRE-REQUISITES: None **CO-REQUISITES:** UCSD1014 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will facilitate and enable exploration of the development of nursing knowledge and theory, critical analysis of the relationship between research, theory and practice and the exploration of nursing practice through the use of reflection. The module will facilitate students to progress and strengthen the theoretical knowledge base from which they practice whilst ensuring safe practice and limitation of risk.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</i>					
C1 (Coursework)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

MODULE AIMS:

By the end of this module students will be able to:

- Describe key nursing theories and underpinning concepts.
- Apply evidence- based knowledge and professional values in the development of essential care skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
LO1. Explore knowledge development and its application in the relationship between philosophy and nursing, discussing the implications for practice, theory and research	Knowledge and Understanding 1, 2, 3 & 4 Cognitive and Intellectual Skills 1, 2, 3 & 4 Key and Transferable Skills 1, 2 & 4 Employment Related Skills 1 & 4	1.1; 1.2; 1.3; 1.4; 1.13; 3.4; 3.5; 3.7; 3.8; 3.18; 3.23; 4.1; 4.2; 5.6; 5.8; 6.1 A3 B9; B10

<p>LO2. Evaluate the levels, scope and processes of nursing theory and concept analysis, synthesis and derivation and its implications for practice development and innovation</p>	<p>Practical Skills 4</p>	
<p>LO3. Examine the role of reflective practice as a tool for enhancing nursing practice</p>		
<p>LO4. Analyse the use of reflective frameworks as a means to inform and promote excellence in practice</p>		

<p>DATE OF APPROVAL: 12/01/2021</p>	<p>AWARDING BODY: South Devon College</p>
<p>DATE OF IMPLEMENTATION: 10/09/2021</p>	<p>SEMESTER: Semester 1 & 2</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Ella Reynolds

OTHER MODULE STAFF: Zoe Bradley

Summary of Module Content

- Philosophy and its relationship to nursing
- Knowledge and knowledge development
- Relationship between theory, research and practice
- Levels of theory
- Concept analysis, synthesis and derivation
- Theoretical/conceptual frameworks
- Reflection as a concept
- Reflective thinking
- Reflection in learning
- Reflexive practice in Nursing
- Strategies used to ensure safe practice and the assessment of risk.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	30	Presentations of concepts/ theory/research
Guided Independent Learning	170	Independent reading; online discussion forums; Individual assignment development
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Journal LO3 and LO4	50%
	Essay LO1 and LO2	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Continuation of Reflective Journal LO3 and LO4	50%
	Referral Essay LO1 and LO2	50%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Joanne Wheaton Date: 05/01/2022	Approved by: Lucy Parkin Date: 05/01/2022

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.

MODULE CODE: UCSD1016 **MODULE TITLE:** The Human Life Span
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100246
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module aims to develop students' knowledge of the core principles of human anatomy and physiology and the cellular basis of those systems. Students will develop the link to pathophysiology, focusing on the abnormal functioning of diseased organs resulting from causes of disease and illness, including the acute and long-term progression and functional changes associated with, or resulting from disease and injury.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
T1 (Test)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

- Understand normal structure and function across the lifespan, including embryology and ageing
- Draw together pathology and physiology knowledge, seeking to explain the altered physiological processes or mechanisms which lead to the abnormal functioning of organs and result in the development and progression of a disease

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
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LO1. Explain the anatomy and physiology of key body system and the way it changes over time	Knowledge and Understanding 1 & 3 Cognitive and Intellectual Skills 1, 2 & 4	3.1; 3.2; 3.3; 3.13; 3.14; 6.4
LO2. Explain key biological principles and concepts underpinning the physiological processes of the human body in health including related changes across the lifespan and common conditions.	Key and Transferable Skills 2 & 3 Employment Related Skills 1 & 2	A2 B9
LO3. Apply and integrate knowledge and a critical understanding of the pathophysiological processes to clinical decision-making.		
LO4. Analyse the application of anatomy and physiology to nursing across the lifespan.		

DATE OF APPROVAL: 12/01/2021	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 10/09/2021	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Zoe Bradley

OTHER MODULE STAFF: Ella Reynolds & Joanne Wheaton

Summary of Module Content

- Foetal development
- Cardiovascular system
- Respiratory system
- Immune system
- Endocrine system
- Digestion system
- The skin
- The renal system
- The neurological system
- The skeletal system
- Thermoregulation
- Genetics and inherited diseases
- Genomics
- Cell structure and function
- Biochemistry underpinning human physiology
- Homeostasis
- Introduction to microbiology
- Reproductive systems
- Child development (delayed development)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	30	
Guided Independent Learning	170	
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	90 minute Test LO1 and LO2	50%
	90 minute Case Study Test LO3 and LO4	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	90 minute Test LO1 and LO2	50%
	90 minute Case Study Test LO3 and LO4	50%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Joanne Wheaton Date: 05/01/2022	Approved by: Lucy Parkin Date: 05/01/2022

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.

MODULE CODE: UCSD1017 **MODULE TITLE:** Public Health and Inequalities
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100473
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will introduce students to health and illness and the impact it has on individuals and society. This module explores the notions of health and illness in relation to the lifestyles people lead, societal niches and the services and support available to them. From political to socioeconomic and demographic factors, this module emphasises the relationship between how people live their lives and their health.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
P1 (Presentation)	25%	C1 (Coursework)	75%		

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: 40% with no permitted compensation

MODULE AIMS:

By the end of this module students will be able to:

- Understand the concepts central to the sociology of health and illness, namely: the biomedical and social models, medicalisation, professionalisation, surveillance and risk
- Understand the socially constructed nature of the knowledge and practice that surrounds illness and health

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
LO1. Examine the societal impacts and responses to chronic illness and disability	Knowledge and Understanding 1, 2, 3 & 4 Cognitive and Intellectual Skills 1, 2, 3 & 4	2.2; 2.3; 2.4; 2.5; 2.6; 2.9; 3.3; 3.23; 4.9; 6.5

LO2. Explore the changing models of the patient/consumer in health care	Key and Transferable Skills 1 & 3 Employment Related Skills 3 & 4 Practical Skills 1 & 2	A2
LO3. Analyse the significance of socio-economic status, ethnicity and old age for health and service use and its impact on contemporary issues across the sector		
LO4. Evaluate the relationship between and explanations for the social differences and inequalities in health, illness and disease		

DATE OF APPROVAL: 12 /01/2021	AWARDING BODY: South Devon College	
DATE OF IMPLEMENTATION: 10/09/2021	SEMESTER: Semester 1 & 2	
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Zoe Bradley

OTHER MODULE STAFF: Joanne Wheaton

Summary of Module Content

- Philosophical models of health
- Social differences and inequalities
- Contemporary issues: New technologies, illness narratives and clinical work
- Demographic influences
- Political drivers and impacts
- Socio-economic impacts
- Social determinants of health

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	30	
Guided Independent Learning	170	
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report LO1, LO2 and LO3	100%
Practical	Presentation LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report LO1, LO2 and LO3	100%
Practical	Presentation LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Joanne Wheaton Date: 05/01/2022	Approved by: Lucy Parkin Date: 05/01/2022
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South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.

MODULE CODE: UCSD1018

MODULE TITLE: Clinical Interventions

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 100476

PRE-REQUISITES: UCSD1016

CO-REQUISITES:

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module supports student's to develop knowledge of the principles of pharmacology and pathophysiology and then apply this within clinical practice to make informed, rational assessments of an individual's need in health and illness. The module will address the groups of drugs which affect selected systems and other areas such as antibiotics and the effects of pharmacological interventions across the lifespan.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	Pass/Fail	T2 (Test)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

- Demonstrate their understanding of pharmacology and apply the relevant principles to ensure the safe administration of therapeutic substances.
- Demonstrate awareness of the challenges and opportunities relating to medication concordance and promoting patient independence and self-management.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
<p>LO1. Explore the principles of pharmacokinetics and pharmacodynamics for the major drug groups to related anatomy and physiology in relation to the life span</p> <p>LO2. Identify and apply appropriate numeracy and drug calculation skills to ensure safe medication administration of therapeutic substances</p> <p>LO3. Evaluate of the legal frameworks that underpin medicines management with ethical consideration for the importance of partnership working with patients and their carers.</p> <p>LO4. Examine the relationship between the mode of action, indications and contraindications of groups of drugs, interpreting the significance of adverse reactions and incidents from a safety perspective.</p>	<p>Knowledge and Understanding 1, 2, 3 & 4</p> <p>Cognitive and Intellectual Skills 1, 2, 3 & 4</p> <p>Key and Transferable Skills 1, 2, 3 & 4</p> <p>Employment Related Skills 1, 2, 3 & 4</p> <p>Practical Skills 1, 2, 3 & 4</p>	<p>2.8; 3.15; 3.16; 3.17; 5.7;</p> <p>A2; A3</p> <p>B2; B3; B7; B9; B10</p>

DATE OF APPROVAL: 12/01/2021	AWARDING BODY: South Devon College	
DATE OF IMPLEMENTATION: 10/09/2021	SEMESTER: Semester 1 & 2	
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Ella Reynolds

OTHER MODULE STAFF: Joanne Wheaton/Zoe Bradley

Summary of Module Content

- Pharmacodynamics
- Pharmacokinetics
- Pharmacogenomics
- Pharmacogenetics
- Administration Routes
- Adverse Events and Reactions
- Safe Working Practices
- Pathophysiology
- Legal and Ethical Frameworks

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	30	
Guided Independent Learning	170	
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test One	Numeracy and Drug Calculation Paper <u>(Must Score 80%)</u>	Pass/Fail
Test Two	Unseen Short Answer Paper	100%
	LO1, LO3 and LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test One	Numeracy and Drug Calculation Paper <i>(<u>Must Score 80%</u>)</i> LO2	Pass/Fail
Test Two	Unseen Short Answer Paper LO1, LO3 and LO4	100% 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Joanne Wheaton Date: 05/07/2022	Approved by: Lucy Parkin Date:

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.

MODULE CODE: UCSD2023 **MODULE TITLE:** Clinical Practice for the Nursing Associate 2

CREDITS: 40 **FHEQ LEVEL:** 5 **HECOS CODE:** 100746

PRE-REQUISITES: UCSD1014 **CO-REQUISITES:** UCSD2026 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable students to consolidate and transfer their knowledge, skills and attitudes to a variety of clinical practice environments required for the care of service users with more complex needs in a variety of clinical practice environments. Under the supervision of registered nurses, they will rehearse and further develop their knowledge, skills and attitudes by providing hands-on care for service users.

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

- Consolidate and transfer their knowledge, skills and attitudes to a variety of clinical practice environments required for the care of service users with more complex needs in a variety of clinical practice environments.
- Demonstrate skills of care management and critically appraise and apply theory when caring for service users with needs suitable to their level of knowledge and ability
-

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
LO1. Demonstrate competence across the Nursing and Midwifery Council's Standards of Proficiency for the Nursing Associate.	Knowledge and Understanding 1, 2, 3 & 4 Cognitive and Intellectual Skills 1, 2, 3 & 4 Key and Transferable Skills 1, 2, 3 & 4	1.5; 1.17; 3.6; 3.7; 3.10; 3.11; 3.13; 3.14; 3.18; 3.24; 3.20; 4.1; 4.2; 4.4; 4.5; 4.6; 4.7; 4.8; 5.2; 5.7; 6.4
LO2. Demonstrate the appropriate knowledge and		A1; A2; A3; A4; A5

<p>skills necessary to exercise initiative and personal responsibility required for competent professional practice.</p> <p>LO3. Critically analyse and synthesise information to inform a choice of solutions to problems within the practice setting, reflecting upon how leadership, management and team working skills influence practice.</p> <p>LO4. Demonstrate the ability to adapt interpersonal and communication skills to a range of situations and interacts effectively within a team, taking responsibility for achieving both personal and group outcomes.</p> <p>LO5. Demonstrate effective self-management skills and a proactive approach to personal and professional development.</p> <p>LO6. Demonstrate the ability to work in partnership with other health and social care professionals to promote and contribute to evidence based practice and innovation in preparation for leadership in practice</p> <p>LO7. Demonstrate the ability to practice as an autonomous, accountable, graduate nursing associate, who practices within professional codes and ethico-legal frameworks to provide safe and effective nursing care underpinned</p>	<p>Employment Related Skills 1, 2, 3 & 4</p> <p>Practical Skills 1, 2, 3 & 4</p>	<p>B1; B2; B3; B4; B5; B6; B7; B8; B9; B10</p>
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by professional attitudes that value the human rights and dignity of service users		
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DATE OF APPROVAL: 12/01/2021
DATE OF IMPLEMENT/ATION: 10/09/2021
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Lectures/seminars	40	Presentations of concepts/ theory/research
Work Based Learning	330	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Learning	30	Individual assignment development, independent reading
Total	400	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Professional Practice Portfolio (PPP) incorporating Ongoing Achievement Record (OAR)	100%
	LO3 and LO5	100%
Practical	Practice Assessment Document	Pass/Fail
	LO1 and LO2	
	Simulated Clinical Practice Exam	100%
	LO4, LO5, LO6 and LO7	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Continuation of Professional Practice Portfolio (PPP) incorporating Ongoing Achievement Record (OAR)	100%
	LO3 and LO5	100%
Practical	Practice Assessment Document	Pass/Fail
	LO1 and LO2	
	Simulated Clinical Practice Exam	100%
	LO4, LO5, LO6 and LO7	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Joanne Wheaton	Approved by: Lucy Parkin
Date: 05/01/2022	Date: 05/01/2022

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2024

MODULE TITLE: Equality in Public Health

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100476

PRE-REQUISITES: UCSD1017

CO-REQUISITES:

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will introduce students' to public health theory and practice. Students will work towards adopting a systematic approach to developing health improvement interventions utilising processes underpinned by public health and health promotion, exploring the methods in which interventions can be planned, managed and evaluated, in order to develop the maximum impact and benefit for organisations and stakeholders.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

C1 (Coursework)	75%	P1 (Practical)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

- Demonstrate an understanding of public health policy context and its intended impact across sectors to address, health inequalities and improve health.
- Utilise the measures used in determining trends and patterns in population health, including epidemiology and health statistics, as well as a number of contemporary approaches in addressing health concerns

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
<p>LO1. Critically examines the evidence base and theoretical underpinnings of public health, health promotion and behaviour change.</p> <p>LO2. Critically explores the concepts, principles and methods of utilising epidemiological and other health data to underpin health needs assessment of individuals, families and populations</p> <p>LO3. Critically analyse the major social determinants of health and the complexities of public health practice in a multi-cultural society and the effect of health inequalities on individuals and communities.</p> <p>LO4. Critically evaluates the effectiveness of health improvement interventions that contribute to enhancing the health and social wellbeing of individuals, families and communities based on a global, national and local policy initiatives for improving public health.</p>	<p>Knowledge and Understanding 2 & 3</p> <p>Cognitive and Intellectual Skills 1, 2, 3 & 4</p> <p>Key and Transferable Skills 1, 2, 3 & 4</p> <p>Employment Related Skills 1, 2, 3 & 4</p> <p>Practical Skills 1, 2 & 3</p>	<p>1.7; 1.16; 2.1; 2.8; 2.9</p> <p>A2</p>

DATE OF APPROVAL: 12/01/2021
DATE OF IMPLEMENTATION: 10/09/2021
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 103

MODULE LEADER: Zoe Bradley

OTHER MODULE STAFF: TBC

Summary of Module Content

Theoretical Underpinning of Public Health

Theoretical Underpinning of Health Promotion

Theoretical Underpinning of Behaviour and Change Management

Health Needs Assessment

Major Health Determinants

Key Inequalities

Influencing factors and conditions

Multi-cultural Societies, Communities and Individuals

Health Improvement Interventions

Global, National and Local Policy Initiatives

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	33	Presentations of concepts/ theory/research
Guided Independent Learning	167	Independent reading; online discussion forums; Individual assignment development
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Academic Report LO1, LO2 and LO4	100%
Practical	Presentation LO3	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Academic Report LO1, LO2 and LO4	100%
Coursework (in lieu of Practical)	Essay LO3	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Joanne Wheaton

Date: 05/01/2022

Approved by: Lucy Parkin

Date: 05/01/2022

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2025 **MODULE TITLE:** Personal Development and Wellbeing

CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100476

PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module builds personal development and lifelong learning skills. Students will explore how to care effectively for themselves whilst caring for others, building personal resilience to cope with workload, emotions and stress. Students will critically reflect on their own practice and feedback received to evaluate their own and the service user's experience, meeting the requirements of the professions regulatory body.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</i>	
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C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

- Understand the demands of professional practice and demonstrate how to recognise signs of vulnerability in themselves or their colleagues and the action required to minimise risks to health
- Recognise uncertainty, and demonstrate an awareness of strategies to develop resilience in themselves and know how to seek support to help deal with uncertain situations.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	NMC Standards of Proficiency for Nursing Associates
LO1. Critically reflects upon the principles of Equality and		

<p>Diversity adopting a principled approach to care underpinned by The NMC Code and respecting the rights of others</p> <p>LO2. Critically evaluate and reflect on ability to communicate effectively with others whilst providing supervision, both orally and in writing while understanding and applying the principles of confidentiality and Data protection</p> <p>LO3. Evaluate the importance of time management in order to recognise and meet individual learning needs, whilst maintaining a healthy work/life balance and understanding what it is to become a resilient nursing associate.</p> <p>LO4. Critically explores individual approach to learning and practice, identifying personal strengths and areas for improvement while understanding the implications of misconduct.</p>	<p>Knowledge and Understanding 1 & 2</p> <p>Cognitive and Intellectual Skills 1, 2, 3 & 4</p> <p>Key and Transferable Skills 1, 2, 3 & 4</p> <p>Employment Related Skills 1, 2, 3 & 4</p> <p>Practical Skills 1, 2, 3 & 4</p>	<p>1.5; 1.6; 1.8; 1.10; 3.5; 4.1; 4.2; 4.6; 4.7; 4.8; 5.9; 5.10; 6.1; 6.6</p> <p>A1; A4; A5</p>
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<p>DATE OF APPROVAL: 12/01/2021</p>
<p>DATE OF IMPLEMENTATION: 10/09/2021</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 103

MODULE LEADER: Ella Reynolds

OTHER MODULE STAFF: Joanne Wheaton

Summary of Module Content

Leadership, Teamwork

Quality and Safety

Mentorship, supervision skills, training and teaching

Wellbeing

Communication and Unconscious bias

Delegation

Awareness Strategies

Resilience

Delivering and Receiving Feedback

Team Reflection and Improvement

Partnership Working

Shared Decision Making

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	35	Presentations of concepts/ theory/research
Guided Independent Learning	165	Independent reading; online discussion forums; Individual assignment development
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Poster LO3	40%
	Reflective Essay LO1, LO2 and LO4	60%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Poster	40%
	LO3	
	Reflective Essay	60%
	LO1, LO2 and LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Joanne Wheaton

Approved by: Lucy Parkin

Date: 05/01/2022

Date: 05/01/2022

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2026 **MODULE TITLE:** Specialist Skills for the Nursing Associate

CREDITS: 40 **FHEQ LEVEL:** 5 **HECOS CODE:** 100746

PRE-REQUISITES: UCSD1016 **CO-REQUISITES:** UCSD2023 **COMPENSATABLE:** No

This module enables students to explore nursing care of the patient across the lifespan with primarily medical conditions which encompasses the holistic, multidisciplinary, cross boundary approach. The module takes a 'whole systems' approach, encompassing the needs of those at risk of both long term and critical illness, the patients needs during the illness, and the needs of those who have recovered from such illness.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

P1 (Presentation)	20%	C1 (Coursework)	80%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Nursing Associate

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

By the end of this module students will be able to:

- Identify and intervene with patients who are at risk of clinical deterioration with a concomitant reduction in patient mortality.
- Practice, competently across the breadth of placement experiences, in order to support individuals across the life span in health and illness.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

LO1. Critically evaluate the holistic assessment and communication techniques required to deal with complex patients in practice, including families and carers	Knowledge and Understanding 1, 2, 3 & 4 Cognitive and Intellectual Skills 1, 2, 3 & 4	1.17; 3.19; 3.20; 3.21; 3.22; 3.23; 5.7; 6.2; 6.3; 6.5;
LO2. Critically reflect on how physical, psychological and social	Key and Transferable Skills 1, 2, 3 & 4	A2; A3; B2; B3; B4; B5; B6; B7; B8; B9; B10

<p>affects can impact on the complex patient with multiple long-term conditions, their family and carers.</p> <p>LO3. Critically explore the difficulties that can occur when caring for complex patients with comorbidities</p> <p>LO4. Critically analyse how evidence-based guidelines can impact on the management of patients with health needs and the effective inter-professional working patterns which enhance integrated care across care setting boundaries.</p> <p>LO5. Critically examine the pathophysiology, treatment and care needs of individuals with a range of conditions across the lifespan.</p> <p>LO6. Critically evaluate the evidence underpinning the factors which signal the physiological deterioration of patients in the palliative staged across a range of different healthcare environments</p> <p>LO7. Critically appraise the specific political, ethical and legal issues/dilemmas that might arise in the delivery of care across the lifespan on individuals, families and the wider society</p>	<p>Employment Related Skills 1, 2, 3 & 4</p> <p>Practical Skills 1, 2, 3 & 4</p>	
<p>DATE OF APPROVAL: 12/01/2021</p>		
<p>DATE OF IMPLEMENTATION: 10/09/2021</p>		
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 103

MODULE LEADER: Zoe Bradley

OTHER MODULE STAFF: Joanne Wheaton

Summary of Module Content

This module aims to provide students with the opportunity to develop skills and knowledge in the evaluation of research evidence, in order to guide and inform professional practice and policy decisions. It provides underpinning knowledge and understanding of research methods, enabling students to develop skills in critical appraisal of research.

The critically unwell patient

Long term Conditions

Mental Health

Common neonatal illness

Vulnerable individuals

Interventions and contraindications

Co-morbidities

Palliative Care and support at the end of life

Effective Monitoring

Person Centred Care

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Lectures/seminars	48	Presentations of concepts/ theory/research
Work Based Learning	180	Work placement to support learning includes practice placement supervision and practice -based mentor support
Guided Independent Learning	172	Individual assignment development, independent reading
Total	400	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research Project	80%

	LO3, LO5, LO6 and LO7	
Practical	Presentation LO1, LO2, LO4	20%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research Project LO3, LO5, LO6 and LO7	80%
Coursework in lieu of Practical	Recorded Presentation LO1, LO2, LO4	20%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Joanne Wheaton Date: 25/07/2023	Approved by: Lucy Parkin Date: 25/07/2023