

FOUNDATION DEGREE

NURSING ASSOCIATE

Programme Guide for Supervisors/ Assessors 2019/20

(Updated November 2019)

Name of Student:	
Name of Personal Tutor: Contact Number Email	

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The Nursing Associate Role

Introduction

This handbook provides general information about the course itself and the development of the Nursing Associate role.

Development of the Role

The creation of the Nursing Associate (NA) role is a landmark innovation for the nursing and care professions, aimed at developing a highly trained Band 4 support workforce to help Registered Nurses deliver effective, person-centred, safe and responsive care.

The NA will develop a range of specialist and transferable skills (including medicines management) through experience of placements in a variety of settings. They will also play a key part of the multi-disciplinary workforce that is needed to respond to the future needs of the public and patients.

The concept of the Nursing Associate role was first introduced in the Shape of Caring review (Willis, 2015), which explored the need to develop a defined care role to act as a bridge between the unregulated care assistant and the registered nursing workforce. A national curriculum framework, developed by Health Education England (HEE, 2016) in partnership with Skills for Health and Skills for Care, was developed to support national consistency and coherence in the Nursing Associate scope of practice and the delivery of the education and training.

From January 2019 the NA role has been regulated by the NMC and Standards for education programmes were published in the autumn of 2018. The NA must adhere to the NMC Code (2018) and are expected to demonstrate high standards of professional conduct at all times during their placements. This is assessed both in their base placement and during their external placements.

Foundation Degree Nursing Associate

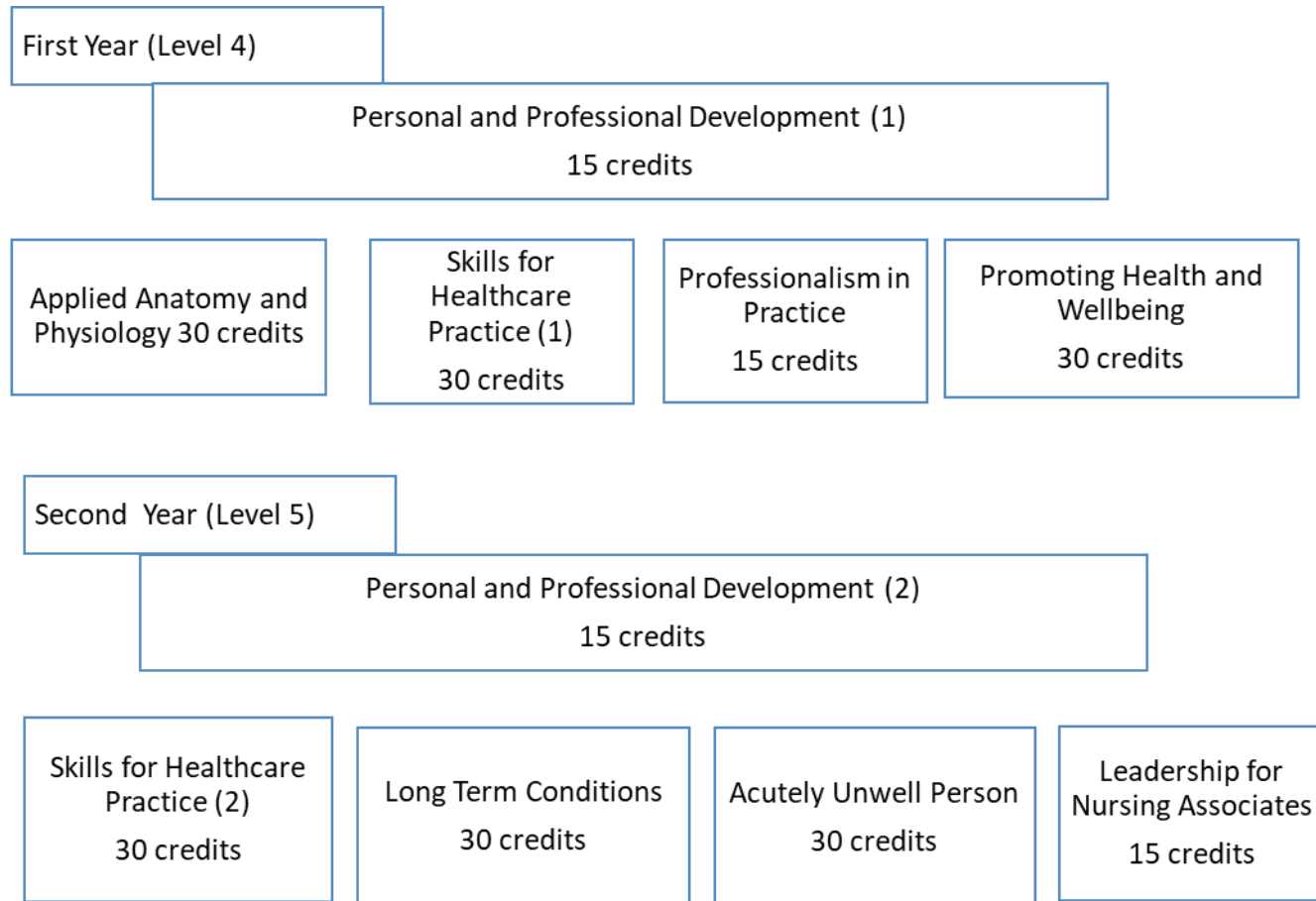
Overview of the Programme

This innovative course has been designed in partnership with local employers and service users, to develop the Nursing Associate workforce. It will enable students to develop transferable core health care skills and knowledge within different contexts of care across the lifespan.

The programme is delivered full time over 2 years with a 50/50 balance between theory and practice. Students attend University one day per week after their initial induction block (two weeks in year 1; one week in year 2) and during each year will have 450 hours of external clinical placements. Students will also have protected practice learning time in their primary area of employment, during which they will build on their skills and develop the breadth of experience required for a generic role.

All study days take place at the St George's University Campus, Tooting, and Simulation weeks will take place at the Kingston Hill Campus, Kingston (see Appendix 3 for cohort specific dates).

Module Framework



Module Summaries

First Year

Personal and Professional Development 1

This module addresses professional and personal development and runs longitudinally throughout Year 1. It integrates and applies skills, knowledge and values acquired in other modules and provides academic skills support and development for students throughout their first year of study. The principles and skills of reflection are introduced and practised. The module also addresses wider issues known to influence successful study outcomes, such as wellbeing, resilience and support networks.

Assessment: Portfolio

Applied Anatomy and Physiology

This module explores the foundations of human anatomy, physiology and pathophysiology relevant to healthcare practice. The content covers the body's key systems and processes, the mechanisms for maintaining homeostasis and an introduction to human development across the lifespan. The module also introduces selected pathophysiology associated with common disease processes in order to assist students contextualise their learning to their clinical settings.

Assessment: Unseen written examination

Skills for Healthcare Practice (1)

This module will enable the student to develop and apply a range of skills to the holistic assessment and monitoring of people within their care, documenting progress and reporting outcomes. Students will be introduced to the required skills and underpinning knowledge so that they can contribute to the ongoing assessment and recognise when it is necessary to escalate findings to other members of the multidisciplinary team for reassessment.

Assessment: Practice Assessment Document, Objective Structured Clinical Assessment (OSCA)

Professionalism in Practice

This module explores the application of the NMC Code (NMC, 2018) and the professional principles, values and skills required to safeguard vulnerable people, optimise the quality of care and enhance the experience of people accessing health and social care. The content explores the domains of 'prioritising people', 'practising effectively', 'preserving safety' and 'promoting professionalism and trust', as applied to a range of user groups..

Assessment: Essay

Promoting Health and Wellbeing

This module will set healthcare in its wider social context, providing participants with an understanding of the various influences on health outcomes and inequalities, the relationship between mental and physical health, and their roles in promoting wellbeing. Effective communication skills for supporting people to manage their health and care will be explored.

Assessment: Case study review, Practice Assessment Document

Second Year

Personal and Professional Development 2

This second Personal and Professional Development module is taken by students in Year 2. The module will continue the development and consolidation of students' academic practice skills and will support their professional growth as they transition to Registered Nursing Associates. The range of learning, teaching and assessment activities undertaken in the module will allow students to demonstrate acquisition of reflective practice and lifelong learning skills, together with the knowledge and insights necessary for professional practice. The module also covers career development, employability skills and job-seeking preparation.

Assessment: Portfolio with capstone essay

Skills for Healthcare Practice (2)

This module builds on the Year 1 module: Skills for Healthcare Practice 1. The module will enhance students' knowledge of the different approaches used to assess and promote a person's health and wellbeing, and to identify those who are at risk. Students will continue to develop the knowledge and core skills required for safe, effective assessment and care management within the practice setting.

Assessment: Objective Structured Clinical Assessment (OSCA), Practice Assessment Document

Long Term Conditions

This module will introduce students to the principles of working with people across the lifespan who live with complex and/or long-term conditions (LTC's) in primary and/or secondary care settings..

Assessment: Structured analysis

The Acutely Unwell Person

This module enables students to develop the knowledge and skills necessary to deliver safe, effective, compassionate, evidence-based, person-centred care when a person's condition is deteriorating. The module builds on students' knowledge of anatomy and physiology. It will equip them to recognise people who are at risk of deteriorating mental and physical health, undertake timely structured assessments, provide appropriate interventions and care across the lifespan and in a variety of settings.

Assessment: Unseen written examination, Practice Assessment Document

Leadership for Nursing Associates

This module is aimed at final semester nursing associate students. It focuses on the acquisition of knowledge and skills for promoting the delivery of high-quality person-focused care. The content will include: leadership and management; supporting learning and assessment in practice; research, development and innovation; policies and frameworks that support effective care.

Assessment: Written assignment with supporting handout or poster

ASSESSMENT CALENDER FOR YEAR 1- (Please see Appendix 3 for cohort specific dates)

Module title and content	Credit	Assessment components
Personal and Professional Development (1)	15	1. Early Low Stakes Assessment: a. 1 x 500 word reflective log
		2. Portfolio, comprises: a. Learning agreement and personal development plan b. 1 x 1000 word reflective log c. 5 reading log diary with search strategy and brief synopsis of sources read (no word limit)
Applied Anatomy and Physiology	30	Written examination (1.5 hrs)
Skills for Healthcare Practice (1)	30	1. Objective Structured Clinical Assessment (OSCA) (30 minutes)
		2. Practice Assessment Document
Professionalism in Practice	15	1. Essay (1500 words)
Promoting Health and Wellbeing	30	1. Case study review (2000 words)
		2. Practice Assessment Document

Shaded areas indicate practice based assessments which are marked as pass/ fail by the assessor(s) in the clinical area.

ASSESSMENT CALENDER FOR YEAR 2 - (Please see Appendix 3 for cohort specific dates)

Module title and content	Credit	Assessment components
Personal and Professional Development (2)	15	1. Portfolio, comprises: a. Learning agreement and personal development plan b. Essay (2000 words) + accompanying evidence of achievement
Skills for Healthcare Practice (2)	30	1. Practice Assessment Document
		2. Objective Structured Clinical Assessment (OSCA) (30 minutes)
Long term conditions	30	1. Structured analysis (2500 words)
The Acutely Unwell Person	30	1. Exam (1.5 hours)
		2. Practice Assessment Document
Leadership for Nursing Associates	15	1. Negotiated work contract (2000 words)

Shaded areas indicate practice based assessments which are marked as pass/ fail by the assessor(s) in the clinical area.

Student progression

Successful completion of first year:

- 120 credits at level 4
- stepping off point with Certificate of Higher Education in Health in Healthcare (without professional registration)

Successful completion of Second year:

- 120 credits at level 5
- Foundation Degree Nursing Associate

Supervision and Assessment in Practice

Introduction

Practice Supervisors and Assessors are responsible for supporting the student's development in the workplace and for assessing skills, competencies and snapshots throughout the Programme.

The practice components of the course are informed by the Standards for Proficiency for Nursing Associates (NMC 2018) and take into account the need for students to develop the breadth of experience required for a generic role. The documents used for this purpose (Practice Assessment Documents, and Ongoing Achievement Record) have been developed nationally and have been adapted from the existing Pre-registration Nursing Programmes PAN London documents, so will already be familiar to many supervisors/ assessors.

As per the Standards for Student Supervision and Assessment (NMC 2018) students are supported in practice by Practice Supervisors, Practice Assessors and Academic Assessors. Guidance on these roles in relation to the Practice Assessment Documents and Ongoing Achievement Record can be found in the 'Guide for Practice Assessors and Practice Supervisors – Nursing Associate Programme' [insert hyperlink]. The responsibilities of the Student/ Practice Supervisor/Practice Assessor/ Academic Assessor can be found in full in the Practice Assessment Documents and are briefly outlined below:

Student responsibilities:

- You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support.
- You will work with and receive written feedback from a range of staff including Practice Supervisors and Practice Assessors and you are required to reflect on your learning.
- You are responsible for raising concerns with a nominated person in the practice setting in a timely manner.
- You should also alert staff to any reasonable adjustments that may be required to support your learning.
- You should ensure you are familiar with your university assessment and submission processes for the practice assessment documents
- If you require support or advice on specific university procedures you should contact the academic representative from your university, or refer to your university's intranet
- You are responsible for the safekeeping and maintenance of the PAD. It should be available to your Practice Supervisor, Practice Assessor and Academic Assessor at all times when you are in placement together with the OAR. Alterations should be made in this document by crossing through with one line, with a signature and date.

- The PAD should not contain any patient/service user/carer identifiable information. Contents must not be disclosed to any unauthorised person or removed, photocopied or used outside the placement or university.
- People must be offered the opportunity to give and if required withdraw their informed consent to student participation in their care and staff in practice will provide guidance as required. Before approaching any patient/service user/carer for feedback you must discuss with your Practice Supervisor/Practice Assessor who will facilitate consent.

Practice Supervisor responsibilities (Registered nurse/nurse associate/ midwife or other registered health/social care professional)

- Supporting and guiding the student through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement.
- It is your responsibility to contribute to the student's assessment through the recording of regular feedback on their progress towards, and achievement of their proficiencies.
- Providing specific feedback to the Practice Assessor on the student's progress.
- Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)
- Provide student feedback within the PAD on the Record of communication/additional feedback pages.

Practice Assessor responsibilities (Registered nurse/nurse associate)

- Key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement.
- Observe the student, conduct and record student assessments informed by student reflections, feedback from Practice Supervisors and other relevant people to confirm achievement.
- Liaise with the Academic Assessor scheduling communication at relevant points.
- Take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving when assessing the student.
- Highlight development needs for those not meeting the required standards.
- Instigate an Action Plan if there is a cause for concern or a fitness for practice issue that requires prompt action, and seek guidance from the Academic Assessor and/or senior practice representative.

Academic Assessor responsibilities

- Academic Assessors are Registered Nurses and are nominated for each part of the educational programme.
- The same Academic Assessor cannot contribute to the student assessment in consecutive parts.
- The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the educational programme.
- The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms.

Support Arrangements

Introduction

As this is a new Programme, support for students and their Practice Supervisors/ Practice Assessors will be of vital importance. The mechanisms through which support can be given are outlined below.

Support for Students

Module Leaders

Students frequently want to know how much detail or depth of knowledge is required in their studies or need clarification relating to their understanding of particular topics. The Module Leader or module team member responsible for teaching a particular topic can usually assist with these kinds of queries. In addition, Module Leaders provide feedback on assignment drafts and can refer students to other support systems where appropriate.

Personal Tutorial System

Each student is allocated a Personal Tutor who has a pastoral role. They will meet each student individually at least twice per year to review progress, and will also provide timetabled small tutorial group meetings to reflect on practice related issues, that will be co-facilitated with the student's designated Practice Supervisor/ Practice Assessor.

Academic Problems

Where students are experiencing particular academic writing or numeracy problems, needing a level of input which cannot be addressed by the Module Leader or Personal Tutor, they can be referred or self refer to the following:

Learning Support Lecturer
(one to one or group support with
academic writing skills)

Claire Emery
C.Emery@sgul.kingston.ac.uk
020 8725 0108/ 07876 392674

Senior Lecturer
(one to one or group support with
numeracy skills)

Sharon Urwin
S.Urwin@sgul.kingston.ac.uk

Students with disabilities (including dyslexia)

While it remains the student's responsibility to make an initial disclosure, the University tries to make sure there are as many opportunities to disclose a disability as possible. Students are invited to contact the Disability Advisors to ensure a smooth transfer of information relating to support needs and potential adjustments to teaching and learning.

The Disability Advisor can:

- Offer advice to staff and students about:
 - Adjustments to marking schemes for students with disabilities
 - The need to make adjustments to coursework deadlines
 - Adjustments to physical aspects of the environment
- Negotiate adjustments to exams (subject to receipt of appropriate medical/ other evidence 6 weeks in advance of any assessment).

- Offer advice about practical support that may be available to disabled students, (including study skills support for dyslexic students).

The Disability Advisor can be contacted by calling 020 8417 7314

The faculty also has a Disability Coordinator, who can support the student with a range of specific learning support needs, such as dyslexia and also with mental and physical health needs. Robert is the key contact with the KU Disability and Mental Health Support Team.

The Disability Coordinator can be contacted by emailing R.Stanley@sgul.kingston.ac.uk

Further information is available via the web link:

<https://kingstonuniversity.sharepoint.com/sites/mykingston/mysupport/dandd/danddsupport/Pages/Available%20Support.aspx>

Personal Problems

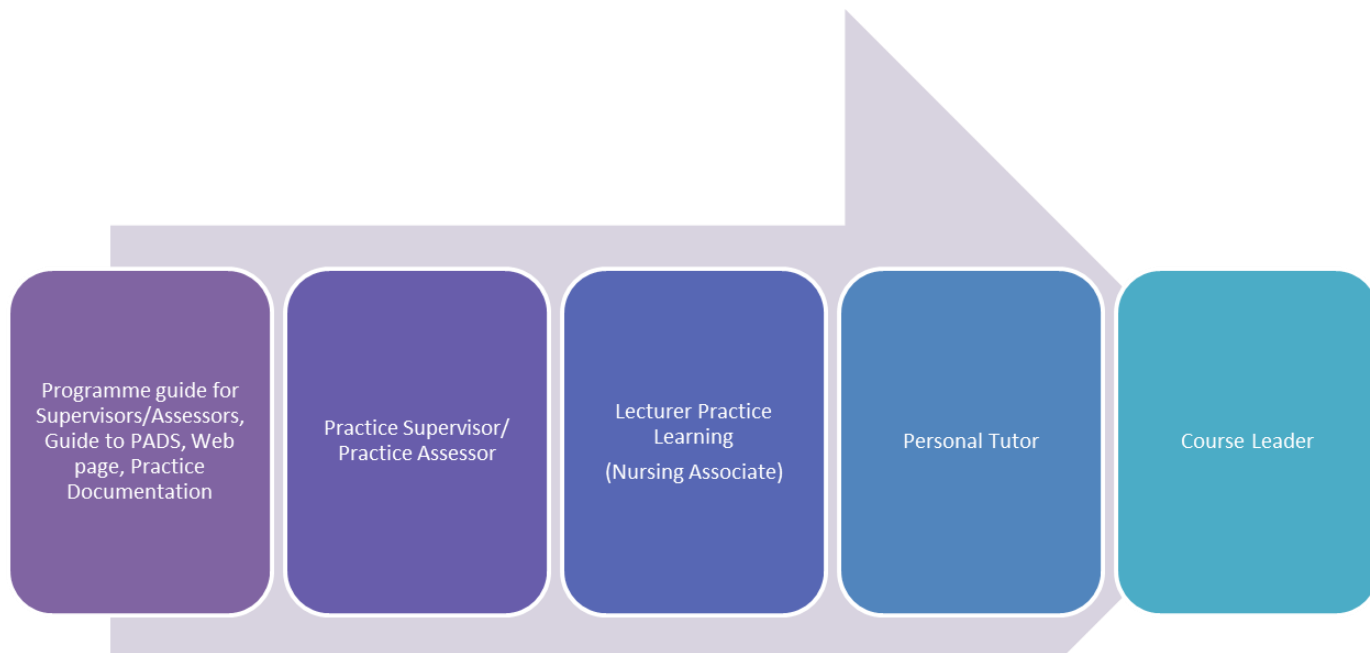
In addition to discussing issues with the Personal Tutor, the University also offers a Student Health and Wellbeing Service and can be contacted on 020 8417 2172, which provides counselling, online self-help resources, workshops on subjects such as exam stress and time management, and groups including relaxation and mindfulness.

Support for Practice Supervisors/ Practice Assessors

Practice Supervisor and Practice Assessor preparation sessions updates will incorporate Foundation Degree programme details, providing a further mechanism for the dissemination of course developments. It is also the responsibility of Practice Supervisors/ Practice Assessors to read the *Practice Supervisor/ Practice Assessor's Guide to Practice Documents* <https://plplg.uk/wp-content/uploads/2019/06/Guide-to-using-the-England-NA-PAD-JF-NF-Final-7.5.19.pdf> and the practice documents provided to students, so they are familiar with the programme and the practice requirements.

Guidance can also be obtained from the Student's Personal Tutor, who has a responsibility to liaise with the Practice Supervisors/ Practice Assessors in the student's Base area, in order to provide specific advice and support regarding individual students and the course generally. Other sources of support include the Lecturer Practice Learning (Nursing Associate), Link Liaison Lecturers, and the Course Leader.

Main Resources to Support Practice Assessors/ Designated Practice Educators



Useful Contacts

Title	Contact
Course Leader (September Apprenticeship cohorts)	Jacqueline Chang J.Chang@sgul.kingston.ac.uk 020 8417 5738 / 07867 741824
Course Leader (September UCAS Cohorts)	Mary Collins Mary.Collins@sgul.kingston.ac.uk 020 8725 0719 / 07825 010 075
Course Leader (March Apprenticeship Cohorts)	Rachel Bowater r.bowater@sgul.kingston.ac.uk 0208 725 5414
Lecturer Practice Learning (Nursing Associate)	Jasmine Burnett J.Burnett@sgul.kingston.ac.uk
Foundation Degree Programme Office (General advice relating to day to day programme management)	kufdnhcp@sgul.kingston.ac.uk 020 8725 1755/020 8725 0193

References

Great Britain. Department of Health, (2000) *The NHS Plan: a plan for investment, a plan for reform*. London: Her Majesty's Stationery Office

Health Education England (2017) Nursing Associate Curriculum Framework Available at: https://hee.nhs.uk/sites/default/files/documents/Nursing%20Associate%20Curriculum%20Framework%20Feb2017_0.pdf [Accessed: 28/08/18]

Nursing and Midwifery Council (2018) Standards of Proficiency for Nursing Associates Available at: <https://www.nmc.org.uk/standards/standards-for-nursing-associates/standards-of-proficiency-for-nursing-associates/> [Accessed: 18/03/2019]

Nursing and Midwifery Council (2018) Realising Professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment. Available at: <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> [Accessed: 18/03/2019]

Nursing and Midwifery Council (2019) Quality assurance framework for nursing, midwifery and nursing associate education. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/edandqa/nmc-quality-assurance-framework.pdf> {accessed 08/11/19}

Quality Assurance Agency (2015) *Foundation degree characteristics statement*. Available at: <https://www.qaa.ac.uk/search-results?indexCatalogue=global&searchQuery=Foundation%20Degree%20Characteristics&wordsMode=AllWords> [Accessed: 08/11/19]

Willis, G. (2015) Shape of Caring: A review of the future education and training of Registered Nurses and Care Assistants. Available at: <https://hee.nhs.uk/our-work/developing-our-workforce/nursing/shape-caring-review> [Accessed: 06/12/16]



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Appendix 1

Learning Agreement (template)

Module: Personal and Professional Development HP4001X Year 1

Self Appraisal

This will follow a range of classroom and self instructional activities. Starting in week one with undertaking a SWOT analysis then follow the guide below to formulate your final self appraisal and your Practice Supervisor/ Practice Assessor.

Remember to be

- honest with yourself,
- objective - objectivity is important in self – appraisal. Don't exaggerate or downplay your achievements or failures
- include accomplishments

From the analysis identify

- what *you* consider your strengths are

- Survey others about your strengths – what do they say

- Identify themes

- What areas do you need to improve on

- Speak with your Practice Supervisor/ Practice Assessor about this to identify objectives for your personal development – write key points here and complete PDP overleaf



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Objectives	Timescale	Resources needed	Achieved/ Not achieved



Learning Agreement

How I intend to approach my learning/development

My timeline(s) for achieving my goals during the programme

Summary of discussion with my Practice Supervisor/ Practice Assessor

Summary of discussion with my Personal Tutor

Signed by *(please write name in block capitals beside signature)*

Student: _____

Practice Supervisor/ Practice Assessor: _____

Personal Tutor: _____

Date; _____



Appendix 2

**FOUNDATION DEGREE IN HEALTHCARE PRACTICE
MEETING NOTES**

To be used for all individual meetings

Practice Supervisor/ Practice Assessor

Student

Student's Comments (*refer to learning agreement and reflect on progress since last meeting, including strengths and areas for further development*)

Student's Action Plan (*objectives to be achieved by next meeting*)

Signature: _____ **Date:** _____

Practice Supervisor/ Practice Assessor's Comments (*overall feedback on Student's progress and objectives*)

Signature: _____ **Date:** _____

Date and time of next meeting:



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Appendix 3

Cohort Specific information

September 2019 Apprenticeship cohort year 1

September 2019 cohort, year 1- first two week Monday – Friday and predominantly Mondays thereafter (09.30-16.30), (please note some study days will fall on a Tuesday or Wednesday due to Bank holidays/ room requirements)

Autumn term

2nd September 2019 – 20th December 2019

Spring term

6th January 2020 – 23rd March 2020

Summer term

20th April 2020 – 3rd August 2020

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: NU4002 6th April 2020. NU4003 5th June 2020.

Placements:

1. 7th October 2019 – 10th November 2019
2. 20th January 2020 – 23rd February 2020
3. 27th April 2020 – 31st May 2020



ASSESSMENT CALENDER FOR YEAR 1- September 2019 Apprenticeship Cohort

Shaded areas indicate practice based assessments which are marked as pass/ fail by the assessor(s) in the clinical area.

Module title and content	Dates	Credit	Assessment components	Summative Submission/ Dates
Personal and Professional Development (1)	16 th September 2020	15	1. Early Low Stakes Assessment: a. 1 x 500 word reflective log	13 th January 2020
			2. Portfolio, comprises: a. Learning agreement and personal development plan b. 1 x 1000 word reflective log c. 1 reading log diary with search strategy and brief synopsis of sources read (no word limit)	30 th March 2020
Applied Anatomy and Physiology	16 th September 2020	30	Written examination (1.5 hrs)	20 th January 2020
Skills for Healthcare Practice (1)	7 th October 2020	30	1. Objective Structured Clinical Assessment (OSCA) (30 minutes)	9 th March 2020
			2. Practice Assessment Document	*
Professionalism in Practice	27 th April 2020	15	1. Essay (1500 words)	29 th June 2020
Promoting Health and Wellbeing	23 rd March 2020	30	1. Case study review (2000 words)	10 th August 2020
			2. Practice Assessment Document	*



September 2019 UCAS cohort year 1

September 2019 cohort, year 1- first two week Monday – Friday and predominantly Monday- Wednesday thereafter (09.30-16.30)

Autumn term

16/09 – 06/12

Spring term

06/01 – 27/03

Summer term

20/04 – 05/06

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: NU4002 6th April 2020. NU4003 5th June 2020.

Placements:

13/01 – 23/02

27/04 – 31/05



ASSESSMENT CALENDER FOR YEAR 1- September 2019 UCAS Cohort

Shaded areas indicate practice based assessments which are marked as pass/ fail by the assessor(s) in the clinical area.

Module title and content	Dates	Credit	Assessment components	Summative Submission/ Dates
Personal and Professional Development (1)	1 st October 2019 – 24 th February 2020	15	1. Early Low Stakes Assessment: a. 1 x 500 word reflective log	21 st October 2019
			2. Portfolio, comprises: a. Learning agreement and personal development plan b. 1 x 1000 word reflective log c. 1 reading log diary with search strategy and brief synopsis of sources read (no word limit)	27 th March 2020
Applied Anatomy and Physiology	30 th September 2019 - 6 th January 2020	30	Written examination (1.5 hrs)	20 th January 2020
Skills for Healthcare Practice (1)	7 th October 2019 – 7 th January 2020	30	1. Objective Structured Clinical Assessment (OSCA) (30 minutes)	9 th March 2020
			2. Practice Assessment Document	*
Professionalism in Practice	25 th February 2020 – 24 th March 2020	15	1. Essay (1500 words)	24 th April 2020
Promoting Health and Wellbeing	2 nd March 2020 – 3 rd June 2020	30	1. Case study review (2000 words)	12 th June 2020
			2. Practice Assessment Document	*

March 2020 Apprenticeship cohort year 1

March 2020 cohort, year 1- first two weeks Monday – Friday and predominantly Thursdays thereafter (09.30-16.30)

Spring term

9th March – 21st May 2020

Summer term

4th June – 30th July 2020

Autumn term

3rd September – 17th December 2020

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: **NU4002 24th September 2020, NU4003 TBC**

Placements:

06 April 2020 – 10 May 2020

07 September 2020 – 11 October 2020

04 January 2021 – 07 February 2021



ASSESSMENT CALENDER FOR YEAR 1- March 2020 Apprenticeship Cohort
Shaded areas indicate practice based assessments which are marked as pass/ fail by the assessor(s) in the clinical area.

Module title and content	Dates	Credit	Assessment components	Summative Submission/ Dates
Personal and Professional Development (1)	12 th March - 26 th November 2020	15	1. Early Low Stakes Assessment: a. 1 x 500 word reflective log	21 st May 2020
			2. Portfolio, comprises: a. Learning agreement and personal development plan b. 1 x 1000 word reflective log c. 1 reading log diary with search strategy and brief synopsis of sources read (no word limit)	3 rd December 2020
Applied Anatomy and Physiology	26 th March - 20 th June 2020	30	Written examination (1.5 hrs)	30 th June 2020
Skills for Healthcare Practice (1)	16 th March - 8 th October 2020	30	1. Objective Structured Clinical Assessment (OSCA) (30 minutes)	8 th October 2020
			2. Practice Assessment Document	*
Professionalism in Practice	22 nd October - 17 th December 2020	15	1. Essay (1500 words)	24 th December 2020
Promoting Health and Wellbeing	1 st October 2020 - 18 th February 2021	30	1. Case study review (2000 words)	11 th February 2021
			2. Practice Assessment Document	*

