

University of
HUDDERSFIELD
Inspiring global professionals

TRAINEE NURSING ASSOCIATE

TOOLKIT

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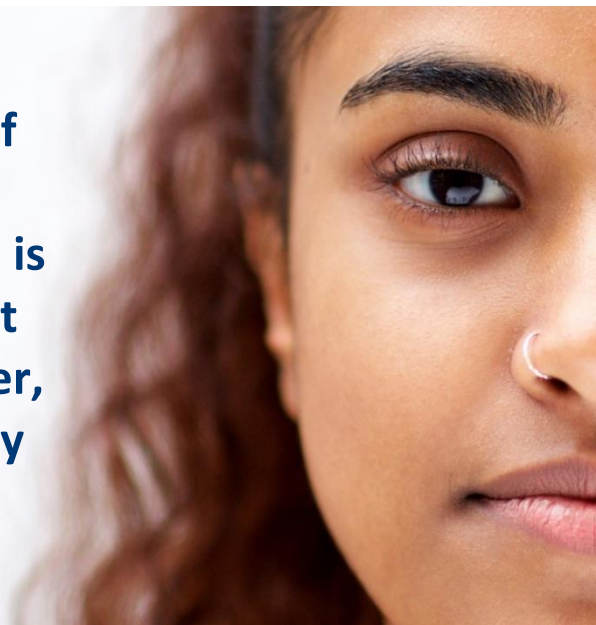
School of Human and Health Sciences

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“The biggest benefit of completing an apprenticeship for me is having the support not only from my employer, but from the university too.”



Introduction to Nursing Associates

The Nursing Associate role was created following the Shape of Caring review (2015). The role was designed to 'bridge the gap' between Health Care Support Worker (HCSW) and Registered Nurse (RN).

Nursing Associates (NA) are registered members of the nursing team who works with people of all ages, in a variety of settings in health and social care.

All NA's must have undertaken a recognised Nursing Associate programme and adhere to the Nursing and Midwifery Council's (NMC) Code of Conduct.

“Nursing associates are working in new ways, they are more engaged not just in the patient's care, but also in the running of the ward and in the supervision of some student nurses.”

The Standards of Proficiency

The standards of proficiency presented here represent the standards of knowledge and skills that a nursing associate will need to meet in order to be considered by the NMC as capable of safe and effective nursing associate practice. These standards have been designed to apply across all health and care settings.

- They set out for patients and the public what nursing associates know and can do when they join the NMC register.
- The standards help nursing associates by providing clarity about their role. Read alongside the nursing standards of proficiency, they demonstrate the synergies and differences between the two roles.
- For nurses and other health and care professionals, the standards provide clarity on the knowledge and skills they can reasonably expect all nursing associates to have and this will help inform safe decisions about delegation.
- Employers understand what nursing associates can contribute to the health and wellbeing of patients and service users and can make effective decisions about whether and how to use the role.
- Educators must develop and deliver programmes that equip nursing associates with the skills, knowledge and behaviours needed to meet these standards of proficiency when they qualify.

Nursing associate

6 platforms

Be an accountable professional

Promoting health and preventing ill health

Provide and **monitor** care

Working in teams

Improving safety and quality of care

Contributing to integrated care

Registered nurse

7 platforms

Be an accountable professional

Promoting health and preventing ill health

Provide and **evaluate** care

Leading and managing nursing care
and working in teams

Improving safety and quality of care

Coordinating care

Assessing needs and planning care



Occupational duties

As well as the standard of proficiency the apprentice will need to meet the below knowledge, skills and behaviours.

DUTY	KNOWLEDGE, SKILLS AND BEHAVIOURS
Duty 1 Be an accountable professional, acting in the best interests of people, putting them first and providing nursing care that is person-centred, safe and compassionate	K1 K2 K3 K4 K5 S1 S2 S3 S4 S5 S6 B1 B2 B3
Duty 2 Communicate effectively, recognising and working within the limits of competence and being responsible for their own actions	K6 K7 K8 S5 S7 S8 S9 S10 S11 S12 B1 B2 B3
Duty 3 Promote health and prevent ill health to improve and maintain the mental, physical, behavioural health and well-being of people, families, carers and communities	K9 K10 K11 K12 K13 K14 S13 S14 S15 S16 S17 B1 B2 B3
Duty 4 Contribute to the ongoing assessment of individuals nursing care needs, recognising when it is appropriate to refer to others for reassessment	K15 K16 K17 K18 K19 S18 S19 S20 B1 B2 B3
Duty 5 Provide and monitor nursing care to individuals and groups, providing compassionate and safe nursing interventions	K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 S5 S21 S22 S23 S24 S25 S26 S27 S28 S29 S30 S31 S32 B1 B2 B3
Duty 6 Improve safety of individuals by identifying risks to safety or experience of care and taking appropriate action, putting the best interests, needs and preferences of people first	K30 K32 K35 S33 S34 S35 S36 B1 B2 B3
Duty 7 Improve quality of care by contributing to the continuous monitoring of people's experience of care	K31 K33 K34 S37 B1 B2 B3
Duty 8 Contribute to the provision of complex nursing and integrated care needs of people at any stage of their lives, across a range of organisations and settings	K36 K37 K38 K39 K40 K41 S38 S39 S40 B1 B2 B3
Duty 9 Work in teams collaborating effectively with a range of colleagues	K42 K43 S43 S44 B1 B2 B3
Duty 10 Support and supervise others in the care team	K6 K42 S38 S41 S42 B1 B2 B3

Standard: <https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018-v1-1>

Assessment plan:

https://www.instituteforapprenticeships.org/media/5951/st0827_v12_nursing_associate_l5_fully-integrated-ap_for-publication_adjustment_0302022-1.pdf

TNA Apprenticeship Information: [Nursing Associates - The Nursing and Midwifery Council \(nmc.org.uk\)](https://www.nmc.org.uk)

Trainee Nursing Associate Programme

The TNA Programme

The TNA programme is a 2-year (full time) course, employed on a 37.5hrs per week basis. The apprentice will be required to complete 7.5hrs (1 day per week) of off the job learning on the university campus or directed study. This day will be confirmed by the course lead closer to enrolment.

For employees on a part-time contract, the minimum number of hours the learner must undertake is 30hrs per week. However, during placement weeks they would be expected to work full-time hours (37.5hrs per week). For part-time learners, the programme would be extended to exceed the usual 2-years to ensure all base hours have been complete as per the NMC and apprenticeship requirements.

Clinical placements.

The programme plan is based over 2-years with approximately 10 weeks (330hrs) per year out on placement. These placements will cover all fields of nursing (I.e. Mental health, child, adult and learning disabilities) across all settings; Hospital, Primary care network (PCN) and home care. These placements are carried out on a 2 to 3 week basis over the year. What support is available?

The learner is expected to work shift patterns required of their employer, i.e. unsocial hours and bank holidays.

Tripartite review process

It is a requirement of all apprenticeships that there will be regular reviews (at least quarterly) between the employer and the University to formally assess progress. The meetings will be attended by a university representative, the employer mentor (or line manager) and the learner. Each tripartite review is expected to last around 60 minutes.

The aim of these reviews is to ensure that the learner is on track both in terms of their academic programme and their work-based learning. The reviews will track success in meeting apprenticeship milestones and will provide an opportunity to agree any changes required to the learner's learning plan. The reviews will also provide a mechanism to address academic performance issues and to identify/access enhanced learning opportunities for the learner.

The purpose of each tripartite review is to thoroughly review and discuss:

- The progress of the learner to date both in work and on their apprenticeship programme
- Any opportunities to stretch and engage the learner are identified and logged

- Any issues, barriers or opportunities for learning within the workplace are identified
- Any changes in circumstances that could have an impact on the learner's progress are logged and actioned
- Feedback from the learner and employer mentor (or line manager) is collected and reviewed.

Entry requirements

- Be Employed and meet the entry requirements of your employer.
- Have GCSE English language or English literature and Mathematics at grade 4 or above (or grade C or above if under the previous grading scheme), or Level 2 Functional Skills in English and Mathematics.
- Complete a Rehabilitation of Offenders form and have an in date Enhanced Disclosure and Barring Service (DBS) check.
- Occupational Health clearance undertaken by your employer.
- The learner must be able to make their own way on to the University campus one day (7.5hrs) per week to fulfil their off-the-job learning.

Interview Process

Once the employer has confirmed that they have a potential candidate and would like to proceed with the TNA apprenticeship programme, they will be referred through to one of the Universities Clinical Nurse Educators (CNE) who will carry out an interview and an initial needs assessment with the employer and the potential apprentice. This process will make sure that the apprenticeship is a suitable match and that it can be successful carried out.

Once the interview is completed and all the compliance documents are returned, admissions will be notified, and the employer and apprentice will be referred for on boarding.

Some CNE's may get involved and support in the employer's initial interview stage and shortlisting process if the employer does not already have a candidate in mind.

End Point Assessment

An apprenticeship standard requires an end point assessment (summative) at the end of the apprenticeship programme. The end point assessment is only approached when the apprentice, tutor/assessor and employer agree that the apprentice is ready.

The purpose of the end point assessment (EPA) is to test that an apprentice is fully capable of doing their job before they receive their apprenticeship certificate. It also helps to demonstrate the knowledge, skills and behaviours that the apprentice has learned can be applied in the real world. The end point assessment will be arranged by the university as agreed with the employer and apprentice.

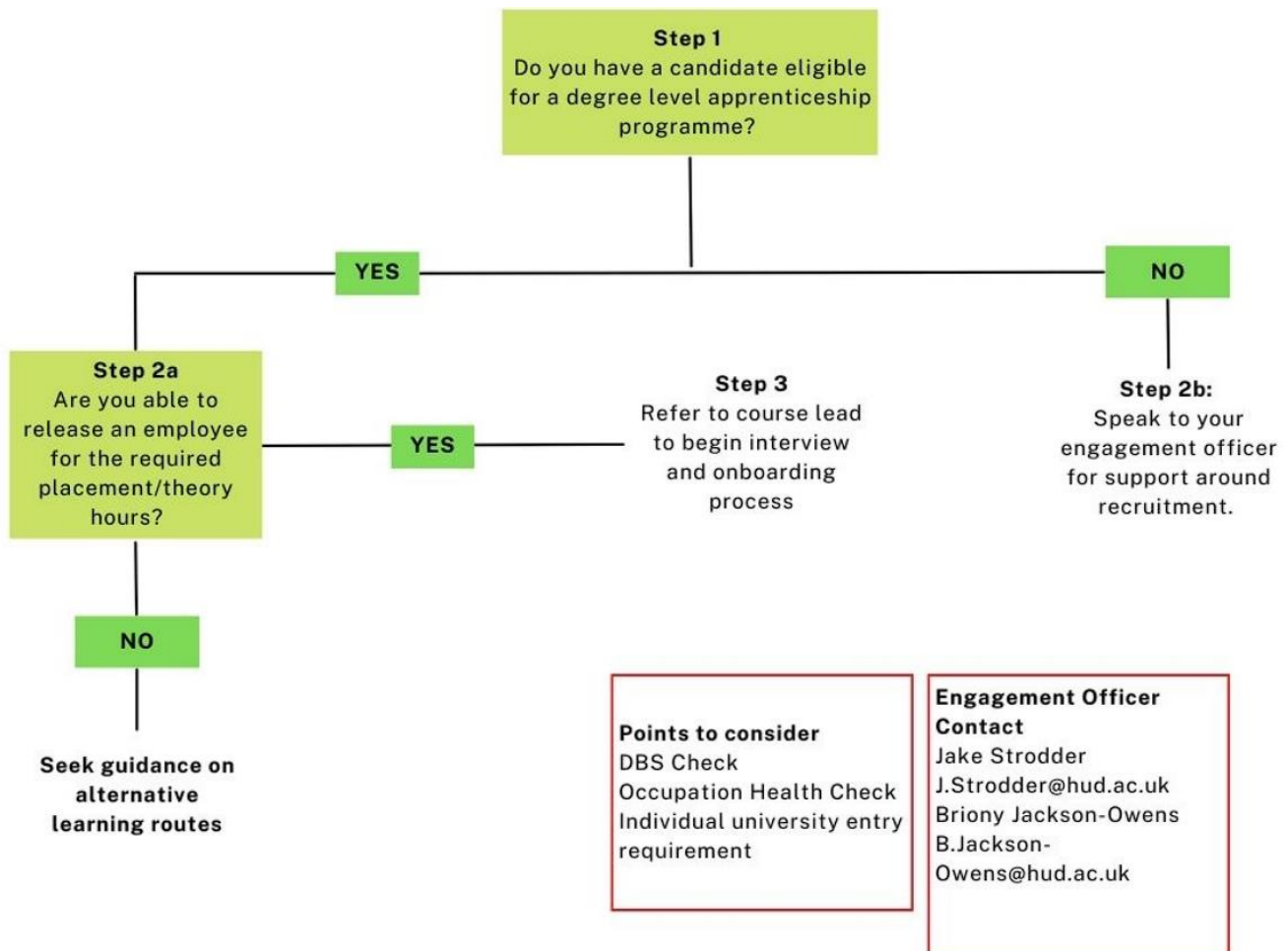
As the learner approaches the end of their apprenticeship programme, the final tripartite review will become a Gateway Review. A Gateway Review is a three-way discussion and review of the learner's readiness for the End Point Assessment.

The Core agenda for the Gateway Review will include:

- Systematically reviewing the standard and the competencies in the end-point assessment and assessing collaboratively how/why/where the learner meets these.
- Agreeing and documenting any gaps and identifying how these can be filled either on or off the job.
- Agreeing further sessions to review and track progress before any decision is made on end-point assessment dates.
- On achievement of the end point assessment, the Institute for Apprenticeships and Technical Education will issue the apprenticeship completion certificate to the employer.

Process for applying

The next step would be to establish whether you have a suitable candidate for the TNA role or whether you need to recruit in line with the university's intake days. By working with an engagement officer, you will be supported through the process.



If you do not have a suitable candidate in mind, there is lots of useful information about how to recruit an apprentice available by clicking the link below.

<https://www.gov.uk/guidance/how-to-take-on-an-apprentice>

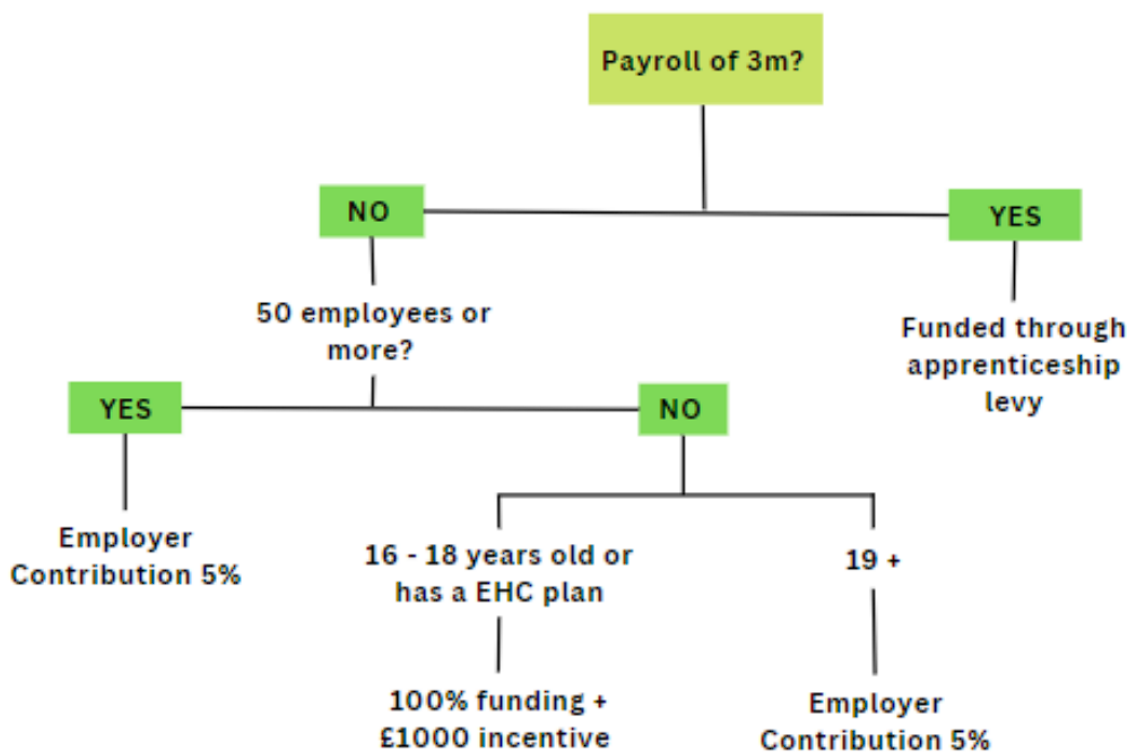
Funding

Apprenticeship funding varies and is based on the size of the employer. If the employer has a wage bill of £3 million or more annually, they will pay monthly into their levy pot at a rate of 0.5% on their PAYE.

- Cost of programme delivered by the university is £15,000.
- This can be paid for through the apprenticeship levy.

For those who are non-levy paying organisations, there are two options available.

- 95% to 100% government funding
- Levy transfer (100% of costs paid)



Nursing associates may be eligible for additional funding through the Addition Roles Reimbursement Scheme (ARRS), for more guidance on this, please contact your Primary Care Network Manager.

For more information on the Levy and apprenticeship funding, please follow the link below.

<https://www.gov.uk/employing-an-apprentice/get-funding>

For more information on levy transfers and how to apply, please follow the link below.

<https://www.gov.uk/guidance/receive-a-levy-transfer-from-another-business-to-fund-an-apprenticeship>

Employer compliance

As part of the enrolment and onboarding process, there are various documents that you, as the employer, will be required to complete, review and sign digitally. We request that these are processed as quickly as possible as this will ensure that your apprentice can start their program on time and with the rest of their cohort. The apprentice cannot commence their apprenticeship without each document being completed in full.

Application form

- This is the standard University application form to become a student at the University of Huddersfield
- This application form will include additional questions which are required as part of the apprenticeship funding rules.

Initial Needs Assessment form

- This form requires the apprentice to rate their prior knowledge and experience against the knowledge, skills and behaviours of the apprenticeship programme that they have applied for.
- This form is very important as it will help to create their Individual Learning Plan and assist their employer with paying the appropriate price for their apprenticeship programme.

Apprenticeship Agreement

- This document is an agreement between the apprentice and their employer that the apprentice will be given the necessary time and support to achieve success on their apprenticeship programme.

Job role analysis

- This document requires the employer to confirm the job role carried out by the apprentice is relevant to their apprenticeship and that the role meets the requirements of the apprenticeship programme and final assessment.

Training plan

- This document is extremely important and is updated at regular intervals throughout the apprenticeship.
- The Training Plan is an agreement between the apprentice, their employer and the University of Huddersfield and it details the responsibility of each party to provide necessary commitment, support, experience, teaching, learning and assessment which will enable the apprentice to complete their apprenticeship successfully and on time.
- This document forms part of the Individual Learning Plan.

Contract with employer

- A separate contract must be in place between the university and the employer which details the terms and conditions of the apprenticeship delivery, and the cost of training for each individual apprentice.

For any questions or enquires, please contact us via the email address below and one of our Apprenticeship Engagement Officers will get back to you.

Hhs-employers@hud.ac.uk

Understanding acronyms

Documents

CPD Record	Continuing Professional Development Record
INA	Initial Needs Assessment
MI Report	Management Information Report
PAD	Practice Assessment Document
QIP	Quality Improvement Plan
SAR	Self-Assessment Report
TPR	Tripartite Review

External bodies

ESFA	Education and Skills Funding Agency
HCPC	Health and Care Professions Council
HEA	Higher Education Academy
HEE	Health Education England
HEI	Higher Education Institute
HESA	Higher Education Statistics Agency
NMC	Nursing & Midwifery Council
PSRB	Professional & Statutory Regulatory Bodies
QAA	Quality Assurance Agency for Higher Education

Other

APL	Accredited Prior Learning
ASDT	Academic Skills Development Team
AVD	Applicant Visitor Day
BLS	Basic Life Support
CAB	Course Assessment Board
CATs	Credit Accumulation & Transfer Scheme
EC	Extenuating Circumstances
GDPR	General Data Protection Regulation
ILR	Individual Learner Record
IRAT	Individual Readiness Assurance Test
KSBs	Knowledge, Skills & Behaviours
MAV	Module Availability
ORSAL	Ongoing Record and Skills Achievement Log
OSCE	Objective Structured Clinical Examination
OTJ	Off-the-Job Training
PAB	Pathway Assessment Board
PIVO	Private and Voluntary Organisations
PLSP	Personal Learner Support Plan
PSD	Programme Specification
TR	Tutor Reassessment

Add staff contact details

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