

**LTC16D062**

**Title:** Partnerships Office Update November 2016 – January 2017  
**Author:** Gavin Tash, Senior Partnerships Manager, Partnerships Office  
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**Issue**

An update on Partnerships Office activity from November 2016 to January 2017.

**Recommendation**

The Learning and Teaching Committee is asked to note the Partnerships Office activity from November 2016 to January 2017.

**Resource Implications**

Not applicable.

**Equality and Diversity**

Not applicable.

**Further Information**

Gavin Tash  
Senior Partnerships Manager  
01603 592672  
[g.tash@uea.ac.uk](mailto:g.tash@uea.ac.uk)

**Background**

The Learning and Teaching Committee receives a report at every meeting providing an update on Partnerships Office activity.

## Discussion

### 1. **UNIVERSITY OF SUFFOLK**

#### 1.1. Joint Academic Committee

The minutes of the Committee held on 9 November 2016 are available to view at:

<https://portal.uea.ac.uk/partnerships-office/committees/ucs/jac/2016/171>

The next meeting will be held on 8 March 2017.

### 2. **CITY COLLEGE NORWICH**

#### 2.1 Joint Board of Study

The minutes of the meeting of the Board held on 18 November 2016 are available to view at

<https://portal.uea.ac.uk/partnerships-office/committees/ccn/2016-17>

The next meeting of the Board will be held on 10 March 2017

### 3. **EASTON&OTLEY COLLEGE**

#### 3.1 QAA Quality Review Visit

The College have received confirmation from QAA that its Quality Review visit will take place w/c 24<sup>th</sup> April 2017. The Partnerships Office are supporting the College in its preparations for the visit.

#### 3.2 Joint Board of Study

The minutes of the meeting of the Board held on 7 December 2016 are available to view at:

<https://portal.uea.ac.uk/partnerships-office/committees/easton-and-otley/2016/171>

The next meeting of the Board will be held on 22 February 2017.

### 4. **MOUNTVIEW ACADEMY OF THEATRE ARTS**

#### 4.1 Joint Board of Study

The minutes of the meeting of the Board held on 4 November 2016 are available to view at:

<https://portal.uea.ac.uk/partnerships-office/committees/mountview/2016/171>

The next meeting of the Board will be held on 31 March 2017.

### 5. **INTO UEA NORWICH**

#### 5.1 Joint Board of Study

The minutes of the meeting of the Board held on 2 December 2016 are available to view at:

<https://portal.uea.ac.uk/partnerships-office/committees/into>

The next meeting of the Board will be held on 17 March 2017

## **6. INSTITUTE OF HEALTH AND SOCIAL CARE STUDIES, GUERNSEY**

### **6.1 Joint Committee**

The minutes of the meeting of the Committee held on 24 November 2016 are available to view at:

<https://portal.uea.ac.uk/documents/6207125/14973351/Minutes+Nov+16/e5aaa645-8a35-4207-a074-4bea7e05be17>

The next meeting of the Committee will be held on 16 March 2017.

## **7. ROYAL MARSDEN SCHOOL**

### **7.1 New Course Proposal**

A new Foundation Degree in Health and Social Care with a named Nursing Associate pathway is planned to commence in May 2017 subject to successful validation at an event to be held in early March 2017. An initial course proposal form is included in Appendix 1 for information.

### **7.2 Joint Board of Study**

The next meeting of the Board will be held on 14 March 2017.

## **8. BROOKSBY MELTON COLLEGE**

### **8.1 Joint Board of Study**

The minutes of the meeting of the Board held on 12 October 2016 are available to view at:

<https://portal.uea.ac.uk/partnerships-office/committees/brooksby-melton-college>

## **Attachments**

Appendix 1- RMS Initial Course Proposal

## INITIAL COURSE PROPOSAL – UEA PARTNER INSTITUTIONS

1.	Partner Institution Name	The Royal Marsden School
2.	<b>Full course name and award</b> (include all course names and awards on which students can enrol – to be agreed with UEA Partnerships Office)	Foundation Degree in Health and Social Care Foundation Degree in Health and Social Care (Nursing Associate)
3.	<b>Date Form completed</b>	10 January 2017
4.	<b>Exit awards</b> (include any named exit awards, if applicable)	
5.	<b>Proposed starting date</b>	TBC: June 2017
6.	<b>Key contact person for new course</b>	Dr Catherine Wilson

7.	<b>Target intake</b>		Full Time	Part Time
		<i>First intake</i>		20
		<i>Future demand</i>		40

8.	<b>Regulatory / professional body accreditation</b> (Please give details of accreditation currently required or plans for future accreditation. If none, please leave blank)	NMC accreditation may be required. The Nursing Associate is a pilot project - part of a national pilot - reporting to Health Education England
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9.	<b>Summary of course</b> (please provide a brief summary of the course)
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This course is being established as part of the Royal Marsden's (RM's) successful bid to Health Education England (HEE) to be a pilot test site for training the second wave of Nursing Associates commencing in May/June 2017. Twenty health care support workers currently employed within the Royal Marsden and in the pilot's clinical partner institutions will participate in the 2 year training course and undertake a related Foundation Degree to qualify them to be Nursing Associates. HEE require the students to have completed a Foundation Degree by the end of their training, which will map to year one of the pre-registration nursing degree and be eligible to be APL'd into year two of the pre-registration undergraduate degree programme, to enable nursing associates to subsequently undertake further study and learning to qualify as a registered nurse (if desired and eligible).

Linked to this work, the Royal Marsden NHS Foundation Trust and The Royal Marsden School are seeking to provide training for health and social care support workers within the apprenticeship scheme (initially as an employer-provider, but the long-term goal is to be a provider of higher-level apprenticeships), and we believe that the Foundation Degree will play an important role in London's provision of health and social care apprenticeships.

The vision of the pilot training programme for the nursing associates is that a Royal Marsden trained Nurse Associate will be equipped to deliver high quality, safe, person-centred care, having experienced excellent, thought-provoking education linked to varied and supportive clinical experience. The aim is that the nursing associates trained by the Royal Marsden partners, and educated by staff in The Royal Marsden School to achieve a UEA-validated Foundation Degree, will be effective communicators, able to care for patients holistically in a diverse range of care settings. They will be appreciative of patients' individual needs and will understand how illness impacts self, identity and biography. The nursing associates will promote health, support patients to regain, sustain and improve autonomy and, through their education and training, will influence standards of care.

The philosophy underpinning the students' learning is that by the end of the course, they will understand long term conditions as a biographical disruption and the important role played by person-centred care, sensitive communication and empathy in providing support and encouraging self-management.

The curriculum and practice will focus on 'care outside of the hospital setting', emphasising the patient as a person within a family. Relationship-building and therapeutic practice will be taught and discussed, and students should develop a clear understanding of partnership-working in the family unit, the multi-disciplinary team, and between

health and social care providers, to facilitate the delivery of seamless, high-quality care. The integration of theory and practice is a key tenet of the learning. Reflective practice, role modelled via monthly guided reflective sessions with academic staff from the Royal Marsden School will enable the students to link theory directly and personally to their practice.

10. **Framework and Assessment Regulations** (e.g. undergraduate or taught postgraduate) Please indicate if variations are required to the Regulations, for example to meet PSRB requirements.

**Foundation Degree**

*Note: it is assumed that courses will be within existing regulations Additionally it is assumed that all courses will abide by general approved policies including Equality and Diversity.*

11. **Proposed course structure** (module framework listed by year of study, mandatory and optional; where module titles are not self-explanatory please give a very brief content outline)

Please note that the nursing associate curriculum is subject to national guidance –which has been published in draft form – and therefore the content and details may change. Details to be confirmed in February.

The two year course is structured as follows:

**Four phases of academic learning and practice placements:** This Foundation Degree is studied part-time whilst students are working in social and healthcare settings; regular contact between the student and academic staff will be maintained.

Each month, a lecturer-practitioner from RM School will visit small groups of students in the practice setting and lead a two hour seminar, using guided reflection techniques. During the seminar, the students will be encouraged to share their experiences, and the lecturer-practitioner will scaffold new learning onto these. This approach will facilitate the development of emotional intelligence; resilience; problem solving skills; communication skills including listening and negotiation; advising; peer support.

Strategies used in guided reflection sessions include art, craft, creative writing, formal reflection using a model, role play.

In addition, two hours' formal teaching will be provided on-site in practice settings each month, to supplement the e learning and link theory to practice. Therefore, students will be in formal contact with academic staff every fortnight during the course. (Practice Educators will support the development of practical skills and knowledge in the clinical settings). Academic/pastoral support will be on-going available via a personal tutor relationship with named academic staff in the School.

**Phase 1: Essence of care**

This phase will help prepare students to understand the context of care an ever-changing social and healthcare environment and to understand principles and values of high-quality care. Learning will include: person-centred practice; communication skills; working sensitively in diverse populations; vulnerability; illness pathways.

Academic skills will be introduced; the process of academic development through accessing the support on offer from personal tutors, academic staff and utilising relevant and available resources will be emphasised. Digital literacy will be assessed and its development supported through individualised plans. Reflection will be discussed, modelled and the principles formally taught.

There will be three modules of blended learning within this Phase (Level 4 credits):

	Health and Social Care	Health and Social Care (Nursing Associate)
1.	Health, illness and society 20 credits	
2.	Communication skills in health and social care (1) 20 credits	
3.	The context of health and social care 20 credits	Personal and Professional development for Nursing Associates 20 credits

## Phase 2: Supporting self-management and adjustment to chronic illness

A sociological perspective will underpin the curriculum, and focus on illness as a biographical disruption. Two modules (Level 4) and one module level 5 in this Phase:

	Health and Social Care	Health and Social Care (Nursing Associate)
4	Understanding chronic illness 40 credits	Caring for people with long term conditions 40 credits
5	End of life care 20 credits	
6	Communication skills in health and social care (2) (Level 5) 20 credits	

## Phase 3: Developing the patient experience: health and well-being

Phase 3 will build on Phase 2 and introduce students to the concepts of health and well-being in the context of chronic illness.

Three modules (Level 5) of blended learning will be undertaken within this Phase:

7. Promoting health and well-being 20 credits
8. Work-based learning: 20 credits
9. Quality in care (including diversity, equity, ethics, harm free care) 20 credits

The workbased learning module is designed to support the development of students' professional and academic/personal skills (including oral and presentation skills), and enable them to demonstrate their achievement and their understanding of the link between theory and practice. It is intended that the workbased learning opportunity in the Nursing Associate pathway will allow the trainee nursing associates to demonstrate their understanding of e.g. medication administration; situational judgement; team working; professional nursing issues. The workbased learning module will also enable the formal education to mirror any updates in national guidance which might emanate during the length of the pilot project from HEE or the NMC regarding responsibilities or regulations – especially relevant for the nursing associate pathway

## Phase 4: Consolidating Skills and Knowledge

One module (Level 5):

10. Evidence for practice 40 credits

Achievement of the learning outcomes of this module will be assessed via a submission of written work in which the student will demonstrate their understanding of the link between theory and practice and how evidence and research inform practice

12. **Does the course involve placement / work-based practice?** *If yes, please indicate plans for securing required number of placements*

Yes

Placements are agreed with co-operating partners in principle. Most placements are part of RM NHS Foundation Trust - nursing associate trainees/students are current employees and will rotate into other clinical areas.

13. **Feedback from Internal approval process**

**Practice event required YES/NO**

**Additional Academic support required in course development YES/NO**

**Additional comments**

**14. Supported by the Partner Institution Principal (or equivalent) or nominee**

Signed:

Date:

**15. Date considered by Joint Board of Study**

Partnerships Office to complete

**16. Date reported to UEA Learning and Teaching Committee**

Partnerships Office to complete