Faculty of Health, Social Care and Education

FdSc Nursing Associate Programme Employed pathway Guernsey

October 2023

Faculty of Health, Social Care & Education

Name: _____

Contents

Introduction

Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to your Programme Leader.

Information in Alternative Formats

This handbook can be found online at:
https://myunihub.mdx.ac.uk/web/home-community/mystudy

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact Rachael.Major@gov.gg

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

The Student University Guide

Before reading this Programme Handbook you should read the Student University Guide; this guide contains information on more general university services and facilities, such as UniHub, UniHelp and the Library. It is important that you familiarise yourself with this information to get the most from your handbook.

MyUniHub
All information that you require to support your learning at Middlesex is available on MyUniHub. This document highlights key elements that you should be aware of and should be your first point of call, however all information in this document is available on MyUniHub.

MDXapp

MDXapp is Middlesex University's official and free student mobile application that allows you to manage your day-to-day student life on and off campus. The app was developed in collaboration with your Students' Union (MDXSU) to make sure every student gets the most out of their time here.

Key features
- **Student timetable** – find out when your next lecture, seminar or practical session is in an instant
- **Library account** – search the University's extensive library catalogue and check on your loans, renewals ad reservations
- **Campus map** – take the stress out of searching for a room with a detailed room-level campus map
- **Email** – your University e-mail inbox in one centralised and convenient place
- **PC availability** – save time by checking out where there are free computers on campus
- **Transport** – identify the most convenient local transport routes with live updates from TFL
- **MyLearning** – access your personal learning portal with information about your course, modules and upcoming assignments
- **News and events –** get the whole university experience with the latest updates and news from across campus

Getting MDXapp is easy
Go to your app store >> Search for 'MDXapp' >> Install (accept T&C's) >> Log in with your Middlesex University Student IT User ID and Password.

Web app users can download MDXapp here: https://app.mdx.ac.uk/get

Available on iPhone and Android software and as a Web App.

Welcome to The Institute!

The Institute provides training and higher education to both the Committee for Health and Social Care (HSC) staff and those from the Independent Sector. It is currently situated in purpose-built premises on the main site for acute hospital services. The accommodation consists of 8 well-equipped classrooms, 1 practical room for skills, a video conference room and an IT training room. There is also a library with 24 hour access. Students have remote access to electronic resources via the library web pages.

The Institute Mission Statement

The Institute's mission statement is:

 "*To provide high quality education and training responsive to health and social care needs.*"

The Institute aims to:

- Provide opportunities for the workforce to develop knowledge and skills
- Maintain a commitment to research activity that contributes to evidence informed practice
- Promote a culture of learning and development across Heath and Social Care
- Promote interdisciplinary learning opportunities and on-island learning
- Ensure teaching provision and learning experiences are customer focussed and of high quality

Welcome to Middlesex University and to the Faculty of Health, Social Care and Education from the Academic Dean

This programme handbook contains an overview of your programme and its modules – keep it safe so that you may refer to it throughout your time on the programme.

The Faculty offers a wide range of study opportunities at undergraduate, postgraduate and doctoral level including diplomas, degrees, short courses and CPD opportunities. Many of our programmes are designed and accredited in conjunction with the relevant professional bodies.

The Faculty of Health, Social Care and Education is a leading centre for professional education in London. Along with our diverse range of programmes and research activities, we offer various approaches to learning and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work-based learning and knowledge transfer.

Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. Teaching, learning and research in the Faculty has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research. Our excellent skills laboratories and access to high quality practice areas will support your learning. We intervene at the interface between academia and practice. In healthcare, social work and education, we apply our considerable resources to train the practitioners of the future. Essential to this is our very close partnership working with Schools, NHS Trusts, Local Authorities and other public and private sector organisations as well as our local communities and a wide range of UK, EU and international collaborative partnerships.

We aim to respond to student feedback to improve your experience at the university so that we will deliver the best student experience we can. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here; you are not expected to absorb everything in detail but to be aware of main documents and their contents. In particular as an enrolled Middlesex student you have certain rights but also specific responsibilities. For details see the full University Regulations, in particular 'University Membership' (www.mdx.ac.uk/regulations), and if you have not already done so, explore UniHub (http://unihub.mdx.ac.uk) the student website which contains detailed advice and support to assist you further.

We know it takes time to settle into University life. If you still have questions to ask, your first port of call should be UniHelp (http://unihub.mdx.ac.uk/unihelp) which offers face-to-face, email and telephone information and advice, seven days a week. The UniHelp desk is located on the Ground Floor of the Sheppard Library and the advisors there will be pleased to help and direct you.

Here at Middlesex we are very proud of the achievements of our staff and students and we look forward to helping you build on your skills and knowledge to fulfil your full potential. We wish you well in your future studies.

Dr Carmel Clancy, Professor and Academic Dean of Faculty of Health, Social Care & Education

Hendon Campus, The Burroughs
Hendon
London
NW4 4BT

Telephone: +44(0)20 8411 4909
Email: c.clancy@mdx.ac.uk
Twitter: @CarmelClancy1

Web:https://www.intra.mdx.ac.uk/about-us/faculties/faculty-of-professionalhttps://www.intra.mdx.ac.uk/about-us/faculties/faculty-of-professional-studies/school-of-health-and-education/contact-usstudies/Faculty -of-health-and-education/contact-us

Welcome from your Programme Leader

I warmly welcome you to the FdSc Nursing Associate Programme – Employed Pathway at Middlesex University and to beginning your career towards becoming a registered nursing associate. This innovative new role has been introduced to support the registered nurse (RN) in providing high quality person-centred care across health and social care settings.

As a student you are preparing to become a Nursing Associate (NA), who will play a vital role in providing and contributing to care that is compassionate, evidence-based, and person-centered. You will learn to be accountable for your own actions. You will be able to work independently under the leadership and direction of an RN, within defined parameters to deliver care in line with an agreed plan. This programme will prepare you to be able to make an important contribution to the promotion of health, health protection and the prevention of ill health. You will do this by empowering people, communities and populations to exercise choice, take control of their own health decisions and behaviours, and by supporting people to manage their own care where possible.

The Nursing and Midwifery Council (NMC) regulate the NA role and have developed and published education standards to inform programme delivery. At the end of the programme, you will be equipped with the knowledge, skills, attitudes and behaviours relevant for

employment as a NA and will work in accordance with the NMC Code (2018). All students who successfully complete the programme will be able to apply to join the NMC register as a NA.

Public safety is central to the NMC Code. As a student, you will be in contact with people throughout your education and it's important that you learn in a safe and effective way. The proficiencies you will need to meet are grouped under six platforms, followed by two annexes. Together, these reflect what the NMC expect a newly registered NA to know and be capable of doing safely and proficiently at the start of their career.

The platforms are:

1) Platform 1: Being an accountable professional

2) Platform 2: Promoting health and preventing ill health

3) Platform 3: Provide and monitor care

4) Platform 4: Working in teams

5) Platform 5: Improving safety and quality of care

6) Platform 6: Contributing to integrated care

This programme is centred around these Standards of Proficiency and this is reflected in your modules. Further details of the modules are provided on the 'Learning Unit Narratives' within this handbook, and within each module handbook.

You will be required to engage in activities before and after each teaching session of the modules. These will include engaging with selected reading, preparing an analysis of a scenario, answering questions on a specific topic and reflecting on certain aspects of your practice. Pre-session activities will enhance and deepen your comprehension of themes covered during the session; while post-session work will help you take your learning around each topic further. You will find material for each session, pre and post session activities within each module on UniHub.

We hope that during this programme you will not only develop your knowledge and skills, but also that the process of learning and development will be both enjoyable and inspirational. As a team we will work with you and support you through your learning journey, supporting you with a vibrant student experience and inspiring your success. **We put students first.**

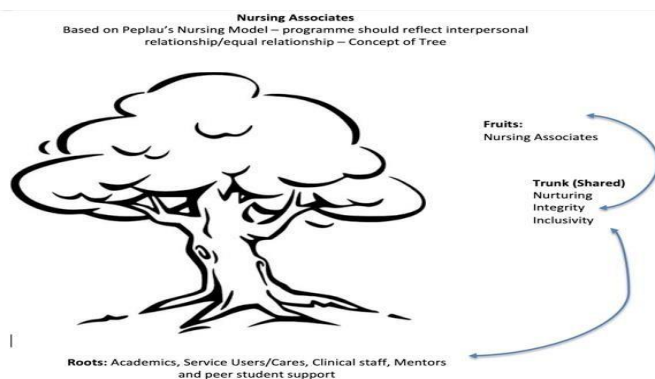We all look forward to working with you!

Kate Wilesmith – Programme Leader

Our Programme Values

Our programme values were developed in partnership with academic staff, clinicians, service users / carers and students. The values underpinning our pre-registration nursing programme and the FdSc NA programme reflect the values of Middlesex University and the NHS. Students undertaking our NA programme will do so in a University where we put students first, with practice partners who support our values. Students will be part of a programme that has been developed and taught in collaboration with a wide range of stakeholders, including students, staff from across health and social care and service users; we believe in making our best better by working together. We will demonstrate, through our teaching and the development of our students, the importance of acting fairly, with integrity, purpose and respect and the need for all students to meet the NMC Code (NMC 2018).

We believe that students engaged in our NA programme will achieve the required knowledge and skills to support the transformation of the future of healthcare and healthcare provision, constantly improving on what has gone before.

As with our nursing programme, we have used Peplau's model of nursing for inspiration, to show how our NA programme reflects the interpersonal relationships underpinning the development of the Middlesex University NA.

Nursing Associates
Based on Peplau's Nursing Model – programme should reflect interpersonal relationship/equal relationship – Concept of Tree

Fruits: Nursing Associates

Trunk (Shared) Nurturing Integrity Inclusivity

Roots: Academics, Service Users/Cares, Clinical staff, Mentors and peer student support

In addition to the above, the following values are the principles your Nursing Associate programme is based. This is a set of values which guides how we work with you as students. In some settings these are termed 'British Values' or 'citizenship values', but within your programme at Middlesex University they simply guide how we work with you.

Democracy

1. Election of Student Voice Leaders for each year of the TNA programme
2. Election of a Student Union
3. Support for Student Voice Elections and participation at Programme Voice Group Meetings
4. Student Voice representation at North Central London NA Steering Group
5. Involvement in curriculum areas – past TNAs involved in curriculum development of new programme – all ongoing feedback feeds into future programme reviews and development
6. Student surveys – Module surveys each year, and NSS at the end of programme
7. Elected Student Governors, who are active members of the University

Rule of Law

- Disciplinary policy and procedure – University level – and also part of the Essential Guide [Course: Essential Guide To Pre-Registration Nursing and Midwifery Programmes (mrooms.net)](#) given to all TNAs / Nurses / Midwives undertaking pre-registration studies with us
- Clear guidance on Attendance, Behaviour and Commitment to Study
- ID Badges and lanyards – both within the University and in clinical practice
- Uniform policies
- Student / Staff Code Of Conduct
- NMC (Professional Body) Code
- University policies i.e. IT User Policy
- Healthcare provider policies – e.g. IT Policies, Information Governance

Individual Liberty

- Career development and conferences
- Health and Wellbeing and Safeguarding – threaded through modules and also part of Mandatory Training Requirements as employees in Healthcare Practice (see PAD)
- 'Prevent' tutorials and workshops – part of Mandatory Training Requirements as healthcare employees (see PAD)

Mutual Respect

- Student Charter
- Induction sessions
- Professional practice modules
- Academic Advisor / Tri-partite reviews
- Anti-Bullying and Safeguarding policy
- Inter-professional seminars

Tolerance of different faiths and beliefs

- Cultural Awareness - taught and assessed within Professional Practice module
- Student Services attendance at induction – further information in the Student Guide
- 'Prevent' tutorials and workshops - part of Mandatory Training Requirements as healthcare employees
- University student-led events (e.g. Mental Health Awareness, Language and Culture Exchange – see landing page on UniHub)

Programme Overview
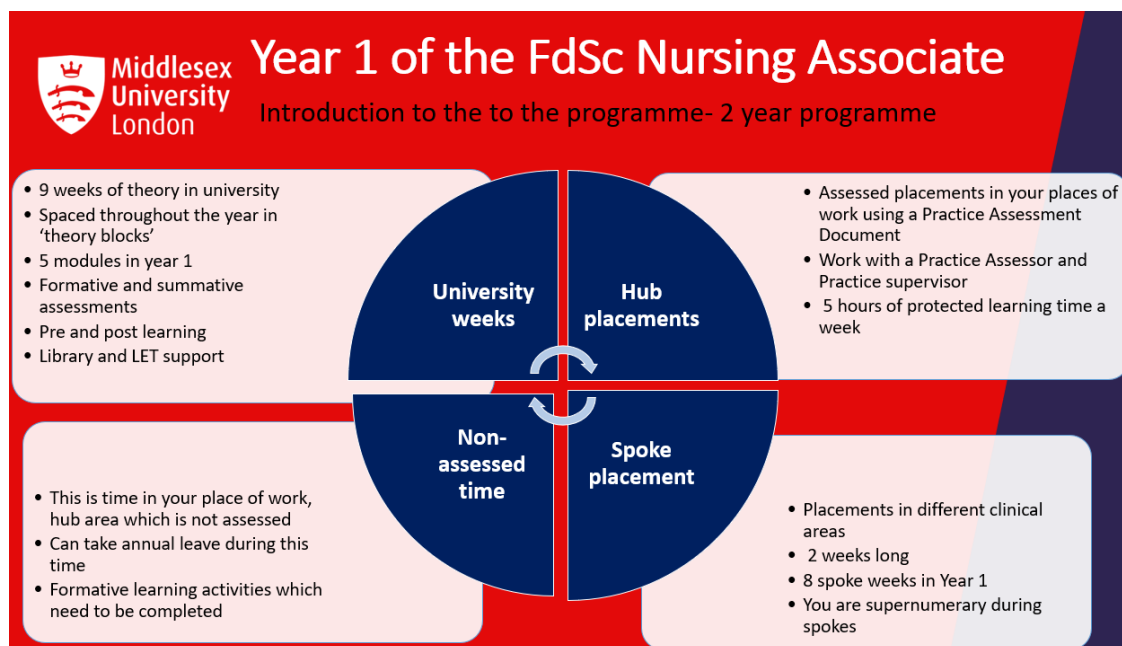
The FdSc NA programme is a two-year programme that combines an integration of academic and work-based learning, via an employed pathway, with close partnership working with you, your employers and Middlesex University. The key elements of year 1 of the FdSc NA Programme   are shown above. Year 2 is very similar in structure and the details of the calendar and assessments for the whole programme are included within this handbook.

As an employed TNA you will be based in a particular organisation, in a specific setting [Your Hub placement], and will have planned shorter placements to gain experience working in alternative settings [your Spoke placements] in order that you achieve a wide appreciation of many health and care contexts. This will include gaining experience in adult, mental health, child and learning disability care across a range of settings. We have designed this programme to help you develop the knowledge and skills to be able to care for people in their own home, in the community or hospital and/or in any health care settings where their needs are supported and managed.

The theory component of the programme will be based at the Hendon Campus, and modules are delivered by a block release pattern of attendance. You will have access to My Learning (UniHub) (Middlesex University student online learning portal) at module and programme level, and all resources provided within it.

The learning and teaching strategy within the programme is reflected within each module and teaching session with the aim to facilitate good 'sign-posting' for you as a student. This will ensure you are able to make links to the modules within each year to avoid modules being seen in isolation. The modules will utilise a range of digital technologies to enhance your familiarity with such approaches and also ensure each module is both accessible and inclusive. Lecture sessions will be used to introduce new concepts and present national and professional guidance

and policy frameworks. Classroom based sessions will allow discussion to enhance understanding and application of the concepts to practice. Online resources will provide pre and post session materials in order to facilitate further exploration of subject material and help increase depth of learning.

The programme team will support your learning needs, which will change through the two years as you progress to becoming a more independent learner and autonomous practitioner. Throughout your studies we will be preparing you to work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies.

Further details of the programme are provided in the Programme Specification, Curriculum map and the module Learning Unit Narratives (LUNs).

Academic Calendar FD (Sci) Nursing Associate Employed Pathway - Year 1 Calendar diagram

The employed pathway has specific periods of time within each academic year for the different activities, as shown below.

TW- Theory Weeks (university weeks), NA – Non assessed time in Hub placement, Hub – Hub assessed placement, SP – Spoke placement

Year 1 – commences 9 Oct 2023

9 Oct	16 Oct	30 Oct	6 Nov	18 Dec	29 Jan	12 Feb	26 Feb	8 April	29 April	13 May	27 May	3 June	17 June	9 Sept	23 Sept	12 Feb	26 Feb
TW x 1	NA x 2	TW x 1	Hub 1 x 6	NA x 6	SP x 2	TW x 2	Hub 2 x 6	TW x 3	SP x 2	TW x 2	NA x 1	SP x 2	NA x 12	SP x 2	NA x 3	SP x 2	NA x 3

Tripartite review dates

Year 2 – commences 14h Oct 2024

FdSc Nursing Associate Employed Pathway October 2023

Part One - Programme Details

Your Programme Team

Your programme is delivered and supported by a team of enthusiastic, experienced academics, clinical practitioners and administrative staff. The following members of staff have a major input into your programme and you will be able to find most of these, as well as other important contacts listed in your [Key Contacts](#) on myUniHub; https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex

Key staff and their details are listed below:

Title	**Programme Leader**
Name	Kate Wilesmith
Campus	The Institute, Guernsey
E-mail	Kate.wilesmith@gov.gg

Title	**Strategic Lead for Practice Learning**
Name	Esther Reid
Campus	The Institute, Guernsey
E-mail	Esther.reid@gov.gg

Departmental Administrators:

Joanna Anastacio, Senior Programme Manager: jonanna.anastacio@gov.gg

Guernsey Programme	Staff Name	Contact Details
FdSc Nursing Associate Programme Lead	Kate Wilesmith	Kate.wilesmith@gov.gg 01481 22000 Ext. 25264
Programme Support	**Staff Name**	**Contact Details**
Nursing Clinical Skills Support Team	Esther Reid	Esther.Reid@gov.gg 01481 707327
Clinical Placements	Esther Reid	Esther.Reid@gov.gg 01481 707327
Practice Based Learning	Esther Reid	Esther.Reid@gov.gg 01481 707327
Progression & Support Team	Rachael Major	Rachael.major@gov.gg 01481 707481
Liaison Librarians		
Library Informatics Coordinator	Anne-Marie Nolan	annemarie.nolan@gov.gg 01481 707735

Your module teachers will direct your studies and ensure that you know what work you need to cover in any given module. You can seek advice from academic staff either during their office hours or by email or telephone.

If you email a member of staff you should expect to hear back from them within 3 working days, if you do not, please email your Programme Leader and your Director of Programmes.

Your Programme

We have designed this programme to help you develop the knowledge and skills to be able to care for people in their own home, in the community or hospital and/or in any health care settings where their needs are supported and managed. Throughout your studies we will be preparing you to work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies.

Increasing integration of health and social care services means that you will need to be able to negotiate boundaries and play a proactive role in interdisciplinary teams once you qualify. We will work with you to ensure you develop the confidence and ability to think critically, apply knowledge and skills, and provide expert, evidence-based, direct nursing care which lies at the centre of all registered nursing associate practice.

The programme is two years in length and prepares you for your role as a nursing associate (NA). As a registered NA you must be able to meet the person-centred, holistic care needs of the people you will encounter in your practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioural health challenges.

The programme team will support your learning needs, which will change through the two years as you progress to becoming a more independent learner and autonomous practitioner. The programme has been developed and is delivered, collaboratively between University and practice placement settings in the NHS and independent sector. It comprises theory and practice learning in terms of programme hours required for registration. However, theory and practice are integrated throughout your programme and there is equal weighting in the assessment of practice and theory in contributing to your final award. With our placement provider partners, we will ensure that your programme meets the NMC proficiencies required for NA registration.

Professional, statutory and regulatory body requirements

Please read carefully your Essential Guide to Pre-Registration Nursing, Midwifery and Nursing Associate Programmes.

The NMC Code

The NMC Code (2018) outlines the standards of conduct, performance and ethics that is expected of nurses, midwives and nursing associates. The NMC Code sets out common standards of conduct and behaviour for those on the NMC register. This provides a clear, consistent and positive message to patients, service users and colleagues about what they can expect of those who provide nursing or midwifery care. These standards are not just those of the NMC, but are the standards that patients and members of the public tell the NMC they expect from health professionals. They are the standards shown every day by those on the NMC register. They are a key tool in safeguarding the health and wellbeing of the public.

As a student on the NA programme we and the NMC expect you to adhere to the standards of practice outlined in The Code. This publication is also available on the NMC website https://www.nmc.org.uk/standards/code/read-the-code-online/. It is your responsibility to

read this carefully and apply the guidance throughout the programme, making particular note that this guidance applies not only to your time spent in the University or on placement, but to your personal life too. The University is required by the NMC to have established a Fitness for Practice Panel that is responsible for making a judgement on whether a student's fitness to practise is impaired. Any student who is found to be unfit to practise would be unable to continue on the Nursing Associate programme. The **Fitness for Practice policy** is available in the Essential Guide to Pre-Registration Nursing, Midwifery and Nursing Associate Programmes and on your programme website.

Disclosure and Barring Service (DBS) clearance

As this is a professional programme, you are required to undertake a DBS clearance. This is undertaken by the university as you are accepted onto the programme in order that we can assure Spoke Placement Areas that this has been verified. You are advised to discuss any relevant issues regarding this with the Contract Operations Manager. You are also required to complete a Declaration of Health and Good Character form at the commencement of your programme, at the beginning of both Year 1 and Year 2, and on completion of your programme. It is essential that you declare any subsequent warnings / reprimands / cautions / convictions / bind overs / police or social service investigations that are underway and any change in your health status, whilst you are on the programme.

If you need to discuss any of these issues, you are advised to discuss this with your Programme Leader, Academic Advisor or the Contract Operations Manager urgently. It is essential that you keep your original copy of your DBS clearance as we do not have a copy. You are also strongly advised to keep a separate note of the reference number in case you lose your DBS clearance form. If you do lose it you should contact the DBS, giving them the reference number, and make arrangements for them to send you a new copy. Please note that the University is not allowed to make a copy or disclose any information about your DBS record to a third party. The only information provided to any placement provider is confirmation that a DBS enhanced disclosure has been undertaken, reviewed and you have been cleared to practice. A copy of the **Guidance on Disclosure and Barring Service issues** is available in the Essential Guide to Pre-Registration Nursing, Midwifery and Nursing Associate Programmes.

Occupational Health Clearance

Your place on the programme is conditional on your employer confirming you have a recent occupational health clearance. If occupational health clearance has not been given you are not allowed to commence placement, so it is vitally important that you attend any appointments that you are given on time. Sometimes the occupational health doctor will advise that certain adjustments are made to allow you to undertake the course. If this is the Programme Leader and Director of Programmes will take responsibility for reviewing the recommendations and implementing them wherever this is possible (see Essential Guide).

Completion of your programme

The NMC requires that all students must register with them within 5 years of successful completion of this programme. Programme completion requires all modules to be passed, required hours, of 2300 hours theoretical and practice learning are confirmed and for there to be no Fitness for Practice case underway. Programme completion to the NMC is then confirmed by your Programme Leader, who is a registered nurse.

In the event of a student failing to register their qualification within five years of completion of this programme they will have to undertake additional education and training or gain such experience as specified in the standards of proficiency for registered nursing associates.

Good health and character declaration

At the end of your nursing associate programme you are required to have a written Declaration of Good Health and Character signed by your Programme Leader, indicating that to the best of their knowledge you are eligible to register as a nursing associate with the NMC. Accumulated unauthorised absence may impact on the confirmation of good character required by the NMC. You will be asked to complete a self-declaration of good health and character as you progress to year 2 of the programme, and again prior to completion. Once the University confirms completion and signs the Declaration of Good Health and Character, the NMC will send the successful student a registration pack, which must be completed and returned to the NMC. You are required to disclose any criminal record you may have and the NMC will ask the University to confirm that this was disclosed to them either before commencing the programme, or during the programme if the offence occurred during the programme. If the University cannot confirm disclosure, then the NMC are unlikely to register you.

Confidentiality in written work

Please see policy within your Essential Guide.

Stepping off your programme / Stepping back onto your programme

Please see your Essential Guide to Pre-Registration Nursing, Midwifery, and Nursing Associate Programmes – Policy for Leavers and Returners.

Fitness for Practice/ Professional capabilities

If at any time during your programme there are any concerns about your professional conduct, then you may be referred to the Fitness for Practice Panel who are responsible for providing professional judgements on Fitness for Practice issues (see Essential Guide to PreRegistration Nursing and Midwifery Programmes).

Recognition of Prior Learning (RPL)

The NMC define Recognition of Prior Learning (RPL) as:

 "*a process that enables previous certificated or experiential learning to be recognised and accepted as meeting some programme outcomes, this means it includes both theory and practice achievement*".

The amount of learning that can be accredited is up to a maximum 50% of the programme mapped to the Standards of proficiency for registered nursing associates.

There is a robust process for the Recognition of Prior Learning (RPL) within the Faculty of Health, Social Care and Education for certificated prior learning, and experiential prior learning with external examiner oversight. Each applicant for this submits the evidence required for RPL, and this is reviewed and moderated by the relevant Director of Programmes and Programme Leader, with a sample being reviewed by the relevant External Examiner. This claim for the candidate is then presented to the Faculty Quality Committee for their consideration and approval. More detailed information can be found on https://www.mdx.ac.uk/study-with-us/undergraduate/entry-requirements-forhttps://www.mdx.ac.uk/study-with-us/undergraduate/entry-requirements-for-undergraduates/recognition-of-previous-learning[undergraduates/recognition-of-previous-learning](https://www.mdx.ac.uk/study-with-us/undergraduate/entry-requirements-for-undergraduates/recognition-of-previous-learning)

If you are making an RPL claim against an NMC approved programme you are required to make a claim for specific credit against named modules in the award/programme. The RPL assessor/advisor, in conjunction with an NMC registered nurse teacher assesses the claim for specific credit and ensures that the claim maps directly against specific programme learning outcomes and proficiencies. Only prior learning which is an equivalent or higher level to the programme under study will be accepted and normally the award should have been achieved within five years of the claim. You should note that award of credits can only be used on one single occasion.

Relevant awards that may be considered for RPL could include:

- A graduate of post-graduate award in a related subject e.g. biology, social sciences, psychology,
- A previous nursing qualification with live registration on the NMC Professional Register
  • A cadet nursing award recognised by the University
- An NVQ at Level 6 or 7 in Health and Social Care or accredited NVQ training qualification recognised by the University
- Experience of practice (experiential prior learning)

Your Modules

Below is a summary of the modules that all pathways will study on the programme. You will also see the list of modules you are currently registered for in the MyLearning area on the My Study page of myUniHub: https://myunihub.mdx.ac.uk/web/home-community/mystudy or via the MDX app. You will be able to access individual modules and the relevant content for each module including the module handbook which will have detailed information about the teaching and learning activities, relevant reading and module assessment with submission dates. It is important for you to familiarise yourself with the content of each module handbook.

Below is a summary table of your modules, please go to Appendix 3 of this handbook where the Module Narratives for all the modules will give more detailed information.

Level 4 modules	Module Title	Module Code
Study Skills for Nursing Associates - 15 credits This module aims to support students with the development of their academic study skills and prepare them to acquire the skills necessary to study and work successfully as a student nursing associate, plan their own professional development, and develop their role within the inter-disciplinary team.	**Study Skills for Nursing Associates**	NIP1900
Foundations of Nursing Associate Knowledge - 30 credits This module aims to start developing the role and function of the Nursing Associate (NA) in health and illness across a range of settings. It will provide the fundamental NA knowledge required to support basic nursing assessment, support and enable people across different life spans in managing and improving physical and mental health, as well as preventing ill health. Evidence to support NA practice will be introduced to develop knowledge and understanding about the nature of NA practice, health, society and the environment.	**Foundations of Nursing Associate Knowledge**	NIP1903
Nursing Associate Practice 1 – 30 credits Students will be able to demonstrate knowledge and skills in meeting the fundamental care needs of people across their lifespan, with a range of physical, mental, cognitive and behavioural health challenges. The students shall demonstrate high standards of professional conduct in line with the NMC code in all aspects of their practice and be able to carry out a range of procedures, under supervision, that are expected of them at this level, in a variety of health and social care settings.	**Nursing Associate Practice 1**	NIP1904
Foundations of Scientific Principles for Nursing Associate Practice – 15 credits This module aims to introduce and develop students' knowledge of key scientific concepts and clinical skills essential to their role as a Nursing Associate. Key scientific principles include knowledge of body systems and homeostasis, anatomy and physiology, social and behavioural science. Clinical skills pertaining to the role of the Nursing Associate include, infection control, monitoring of physiological parameters and a range of nursing procedures.	**Foundations of Scientific Principles for Nursing Associate Practice**	NIP1902

Foundations of Professional Nursing Associate Practice – 30 credits This module aims to provide the student with a foundation to enable the development of appropriate professional attitudes, values, knowledge, skills and conduct to be a Nursing Associate.	Foundations of Professional Nursing Associate Practice	NIP 1901

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Level 5 Modules	Module Title	Module Code
Team Leadership and Supporting Learning in Practice – 30 credits This module aims to enhance existing knowledge and skills to enable the student to communicate effectively across and within health and social care services. The student will develop the appropriate level of competencies within leadership, teamwork, promoting digital capabilities and supporting learning and assessment in practice, in order to have a positive impact on quality and service improvement.	Team Leadership and Supporting Learning in Practice	NIP2902
Nursing Associate Practice 2 – 30 credits Students will demonstrate the relevant knowledge and skills to meet more complex care needs of people across the lifespan with a range of physical, mental, cognitive and behavioural health challenges, across a range health and social care settings in line with the new standards of proficiency. The students will be expected to demonstrate increasing independence whilst maintaining high standards of professional conduct in line with the NMC Code, showing awareness of the implications of the Code for self and others	Nursing Associate Practice 2	NIP2903

Developing Scientific Principles for Nursing Associate Practice – 30 credits This module is built upon the module Foundations of Scientific Principles for Nursing Associate Practice from year 1 with a view to further develop students' knowledge of key scientific concepts and clinical skills essential to their role as a Nursing Associate.	**Developing Scientific Principles for Nursing Associate Practice**	NIP2901
Developing Professional Nursing Associate Practice – 30 credits The module aims to enable students to develop their professional knowledge in Nursing Associate practice. They will be facilitated to build on theoretical knowledge to enhance clinical and professional judgements with awareness/sensitivity applicable to the wider perspective of health and social care economies.	**Developing Professional Nursing Associate Practice**	NIP2900

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Student Supervision and Assessment (SSSA) (NMC 2018b)

Hub placements are undertaken within your own area of employment. A range of strategies will be utilised to support protected learning time for you during these placements to ensure adequate supervision and support to your learning. These include but are not limited to:

- Allocation of a Practice Assessor (PA) and Practice Supervisor (PS) and Academic Assessor (AA) for the Hub placement periods
- Assessment is based on the PAD therefore the processes of initial, mid-way and final interviews are completed by the PA with you
- The PAD includes Episodes of Care and Essential Skills for you to complete with support and guidance from your PA.
- An Academic Assessor is identified to engage with the assessment process

The Hub placement periods are therefore clearly differentiated from the periods of time when you are not on a Hub or spoke placement, or attending university, this is known as *non-assessed time.*
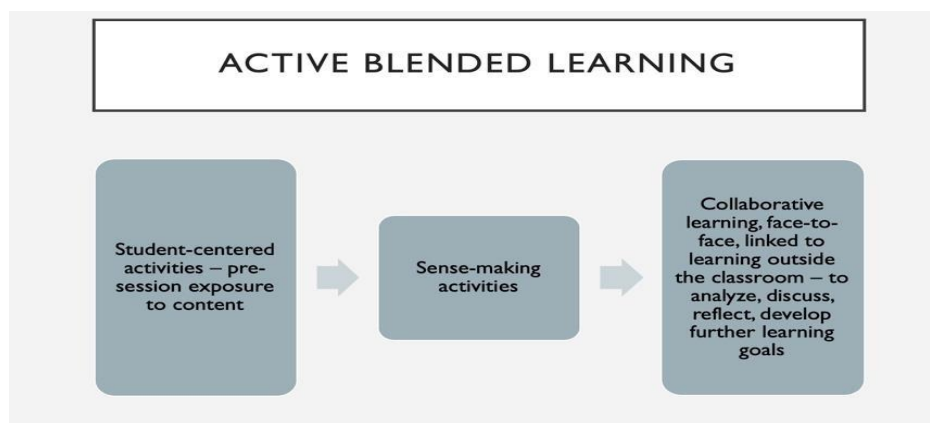
Learning and Teaching Strategies for the FdSc Nursing Associate Programme – Employed Pathway

Our approach to teaching and learning has been shaped by a number of drivers and factors. We draw on our expertise as educators – of healthcare practitioners, who work in close partnership with service users, carers, students and clinical practitioners. Our partnership working means we are always aware of and enable our students to meet requirements of our professional body, and of continually changing and often challenging wider health care demands, such as demographic changes affecting public health care needs. Within Middlesex University, our teaching and learning strategy places learners at the heart of all we do. This means that we constantly review our student's experience – directly and via external means, such as the NSS. We recognise that our Nursing Associate students on this pathway are also employed, and that your interface with the University may be different to that of students on other programmes. Feedback from you, and from all stakeholders in our provision, such as service users, carers and clinical partners is fed into our quality improvement mechanisms of both our academic and practice-focused provision.

We believe that our Nursing Associate students are:

- Safe and compassionate practitioners, with a clear professional identity, working proactively to support the delivery of healthcare as part of a multidisciplinary team. They play a meaningful part in society and in healthcare practice. They are conscious of real workplace issues and deliver safe, effective person-centred care. They are culturally competent and recognise diversity and work as part of a team to promote fairness and inclusivity.

- Prepared to work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation and rapidly evolving technologies.

- A resilient group of practitioners, and pragmatic.

- Accountable for their practice, making evidence-based decisions to solve practice based problems.

Our overarching approach to pedagogy in this, and all our healthcare programmes, is one of Active Blended Learning. This can be summarized as:

ACTIVE BLENDED LEARNING

Student-centered activities – pre-session exposure to content → Sense-making activities → Collaborative learning, face-to-face, linked to learning outside the classroom – to analyze, discuss, reflect, develop further learning goals

What this means for students on our Nursing Associate programme is that we will:
- develop your skills and confidence for learning
- build up your clinical and theoretical skills and confidence (pre-session exposure to content, using a range of digital technologies, followed by sense-making activities in the classroom through seminars/tutorials with academic staff, or in skills laboratories, skills practice using video and virtual technological resources)
- facilitate rehearsal and repetition (online learning platforms with resources and guided learning resources) to increase your confidence for and in practice
- use assessment – both formative and summative - to increase learning (quizzes, self-tests, mobile learning devices and apps)
- increase your use of self-motivated and driven learning (through use of authentic examples from practice settings and drawing on own experiences within clinical areas, service user groups and clinicians) and through clear signposting of how learning experiences can be applied to practice (experiential learning periods of placement)
- develop your creativity, criticality and evidence discernment (student led sessions, creative expressions such as e-posters; challenge and critique of evidence and research including the quality of it, critical enquiry)

Within the Faculty of Health, Social Care and Education, we hold with the belief that interprofessional learning occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO 2010). We also believe that interprofessional learning (IPL) will help to create the NA who is able to promote care that is integrated, individualised and holistic in its broadest sense.

You will find that during your NA programme, you will have many opportunities for IPL within your placements. These experiences will give you the opportunity to work with other health and social care professionals caring for individuals across the lifespan. This will further help you recognise and value shared knowledge and experience. Each practice experience has a record of interprofessional learning opportunities available and a list of the interprofessional team that you will have the opportunity to work with. These interprofessional learning opportunities are also identified at placement induction.

You will also have opportunities to learn with other professionals within the Faculty of Health, Social Care and Education. Our commitment to foster and build on IPL has been strengthened in particular by high profile cases that have highlighted fundamental weaknesses in the ways different professions work together, to detrimental effects – this includes events at Mid Staffordshire NHS Foundation Trust, where it is estimated between 400-1200 patients died as a result of poor care between 2005 – 2008. The Francis Report that followed this placed responsibilities on nursing and other healthcare professions to improve their joint working, intelligence sharing, and systems regulations, thus working with and learning from other professions is vital for nursing associates. You will also be given the opportunity to attend a range of Inter-professional Symposia during your programme which are attended by students from nursing, midwifery, social work, nursing associate and education programmes, often with other professions leading the symposia. Details of these symposia will be provided during your programme and you are encouraged and expected to attend these.

Practice Learning and Assessment

The NMC Standards for student supervision and assessment (SSSA) outline the requirements for effective practice learning and assessment

There are three specific aspects to the SSSA to ensure students are provided with safe, effective and inclusive learning experiences. These include:

1) Effective practice learning
2) Supervision of students
3) Assessment of students and confirmation of proficiency

Effective Practice Learning

All practice learning environments are reviewed as part of the educational audit process to ensure there are a range of learning opportunities available to support students in meeting the required proficiencies.

Some key principles outlined in the SSSA are:

- There is a nominated person for each practice setting to actively support students and address student concerns
- All students on an NMC approved programme are supervised while learning in practice
- There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences
- All students on an NMC approved programme are supervised in practice by NMC registered nursing associates or nurses, and other registered healthcare professionals

All of these areas have been explored with our partner organisations to ensure they are met.

As a nursing associate student, you must have protected learning time in practice. This will either be in your area of work during the weeks identified for you to complete components of the Practice Assessment Document, i.e. your hub placement but also in a number of areas that are external to your place of work that we refer to as spoke experiences.

Roles to support learning and assessment in practice
The key roles for supporting supervision and assessment in practice are the:

- Practice Supervisor (PS)
- Practice Assessor (PA)
- Academic Assessor (AA)

Practice Supervisors, Practice Assessors and Academic Assessors have an important role in supporting and guiding you through your learning experience. This includes facilitating any reasonable adjustments you may require to achieve the maximum benefit from the placement.

As well as undertaking the required assessments, the role of the Practice Supervisor and Practice Assessor also includes identifying relevant learning opportunities and creating learning and development plans with you.

A brief outline of these roles is included here but please also refer to your guide to the PAD and specific guidance in the PAD.

Practice Supervisors (PS) are registered nurses or registered nursing associates or midwives or registered health and social care professionals. They have current knowledge and experience and are appropriately prepared for the role. They have responsibility to ensure learning opportunities are facilitated, they contribute to assessment, record regular feedback and seek feedback from other supervisors. They will have received preparation for the role and will continue to receive ongoing support and development.

Practice Assessors (PA) are registered nurses or nursing associates with current knowledge and expertise and are appropriately prepared for the role. The PA conducts assessments informed by feedback from practice supervisors, makes and records objective decisions drawing on records, observations, your reflection and other resources. The PA must periodically observe your practice and gather feedback from practice supervisors and other relevant people. The PA will have scheduled communication with academic assessors at relevant points. They will have received preparation for the role and will continue to receive ongoing support and development.

Academic Assessors (AA) are registered nurses and are nominated for each year of the programme and are appropriately prepared for the role. This is a member of the university link lecturer team who has a wider role in supporting the team in a specific practice area in their learning and assessment role. The AA will have scheduled communication and work in partnership with your PA to evaluate and recommend your progression for each part of the programme. They will have received preparation for the role and will continue to receive ongoing support and development.

Assessment and confirmation of your proficiency

The Practice Assessment Document (PAD)

The PAD is designed to support and guide you towards successfully achieving the criteria set out in the Standards of proficiency for nursing associates and Standards for education and training (NMC 2018). You are given a PAD at the start of the academic year i.e. PAD 1 is for year 1 and PAD 2 for Year 2.

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. 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 this document and contact the academic representative from your university or refer to your university's intranet if you require support or advice on specific university procedures.

You will have access to **confidential information** when in practice placements. 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. The NMC Code Clause 5 identifies that as a NA you owe a duty of confidentiality to all those who are receiving care, and must respect a person's right to privacy in all aspects of their care. This means you must not include any information about patients or service users which identifies them, and how to manage this is included in the 'Confidentiality in written work' policy within the Essential Guide. This policy also applies to written entries in your PAD and OAR.

People must be offered the opportunity to give and if desired 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.

Content of the PAD for each Part

Professional Values: Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). All must be achieved by the end of each placement, i.e. the Hub. As the student you are required to select one example from your practice on each placement to demonstrate how you practice within The Code. Confidentiality in relation to people receiving care and service providers should be maintained. For each placement a different area of The Code should be selected to reflect on.

All professional values must be achieved in all placements. If any have not been met, you will be given one further opportunity and be given additional support and guidance to achieve them. If you are unsuccessful in achieving these on a second occasion within either PAD this may affect your progression and you may be referred to the fitness for practice panel.

Proficiencies: These reflect aspects of the 6 Platforms, communication and relationship management skills and nursing associate procedures (NMC 2018). These can be assessed in a range of placements but must be achieved at least once in each PAD. Assessment of proficiencies are undertaken across the year. These can be assessed in a range of placements, including spoke experiences. If a proficiency is assessed as achieved early in the year 1 it is expected that you maintain that level of competence and could be re-assessed in subsequent placements.

Episodes of Care: This holistic assessment(s) facilitates and demonstrates your progress and there are specific episodes that must be achieved by the end of each year. You and your Practice Assessor should identify the appropriate episode of care to complete at a given stage.

PAD 1 - There is one episode of care that you need to be assessed on by your Practice Assessor, however you are encouraged to complete one as a formative assessment and this can be undertaken with your Practice Supervisor**.**
This episode of direct care involves meeting the needs of an individual person receiving care with a focus on health promotion and prevention of ill health.

PAD 2 **-** There are two episodes of care in PAD 2 to facilitate the development of knowledge and skills related to the proficiencies

Episode 1 – this involves the provision of care of a group of people with increasingly complex health and social care needs. Episode 2 – involves the supervision and teaching a junior learner in practice, based on the delivery of direct person-centred care.

Medicines Management: There is one assessment included in each PAD and each must be achieved by the end of the year. You and your Practice Assessor should identify the appropriate period of time to complete this assessment.

Patient/Service User/Carer Feedback Form: Feedback will be sought in relation to how you have cared for the person receiving care. This is not formally assessed but will make an important contribution to your overall feedback.

Peer feedback: These records can be completed by your peers – that is other learners who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use this form to obtain feedback**.**

Recording Additional Experiences and Feedback: There are additional pages for you to record reflections on your own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

Ongoing Achievement Record: The Ongoing Achievement Record (OAR) is a separate document that has two distinct parts. Part A: summarizes your achievements in each summative placement period and provides a comprehensive record of your professional development and performance in practice; Part B provides guidance / additional documentation for your spoke experiences, a record of your mandatory training, tripartite reviews, and formative learning activities.

Criteria for Assessment in Practice: Within the PAD key statements have been developed to reflect the level of performance that is required of you to demonstrate by the end of each year as well as the level of assistance that may be required at each stage.

| **By the end of PAD 1** | Guided participation in care and performing with increasing knowledge, skills and confidence |
| **By the end of PAD 2** | Practising independently with minimal supervision, provides and monitors care, demonstrating increasing knowledge, skills and confidence. |

In addition to achieving the required level of performance at the end of each year you will be assessed against a specified set of criteria related to knowledge, skills, attitudes and values for each component of assessment within the PAD.

If your performance gives cause for concern at the mid-point interview, feedback must be given and an action plan written to enable you to address this prior to the final interview. The Practice Assessor must communicate with and involve your nominated Academic Assessor in this process.

Practice experiences in your programme – employed pathway

The 'Hub and Spoke' placement model that we use ensures you gain experience within a range of placement areas required by the NMC as well as experience in different geographical locations of care delivery. Students complete 2 Hub placements per year in their own area of employment, with the support of a Practice Assessor (PA) / Practice Supervisor (PS) and an Academic Assessor (AA) as per NMC Standards for Student Supervision and Assessment

(SSSA). These Hub placements allow you to develop a greater knowledge and understanding of care delivery in their own area of practice. There are 9 Spoke placements over the duration of the programme to ensure you gain experience caring for patients with physical and mental health care needs, as well as children and young people and service users with learning disabilities. This range of experiences also ensure you have the required opportunities to meet the proficiencies, communication and relationship management skills and nursing procedures as required by the NMC.

Monitoring and enhancing the practice learning environment

All practice areas must meet statutory and professional body requirements and there is continued emphasis on improving and developing these to ensure that:

- You are provided with relevant learning opportunities – to include a range of opportunities for you to learn with and from other health care professionals.
- Learning opportunities are of a good quality and learning outcomes are achievable
- You are given adequate support and supervision from suitably qualified practitioners
- You are provided with continuous feedback on your performance

Staff within the Faculty of Health, Social Care and Education work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring and enhancement of the learning environment is in place. This process is continuous though does require us to formally visit each practice area and undertake a review of the learning environment every two years as a minimum.

In order to review the consistency and reliability of your practice assessments a number of processes are in place. This includes regular updates for staff locally and support from Link Lecturers/ Academic Assessors. In addition to these a specific assessment panel that comprises both clinical and academic members of staff is convened 3 times a year to review the assessment processes and documentation. This is known as the Quality Monitoring Panel for Practice Assessments (QMPPA).

Evaluating your practice experience will also aid us in monitoring and enhancing the learning environment. In order to ensure the quality of the placement learning environment we ask you as students to provide us with feedback. You will be given opportunities within the placement organizations to provide ongoing feedback whilst on placement and you will also be required to complete a placement evaluation form on return to the university. The feedback will be monitored and managed accordingly and will also feed into the quality review process.

This is a process of constructive feedback and not a complaints procedure. If you wish to make a complaint about your practice area or identify poor practice please discuss with your Ward Manager, Link Lecturer or Academic Advisor as appropriate who will advise you further on the process to follow. Alternatively, please e-mail esther.reid@gov.gg

Practice consolidation events post practice periods are organised to aid review, reflection and consolidation of learning.

As a student you have a key role in supporting your supervision and assessment in practice and in enhancing the learning environment and can do this by:

- Demonstrating high standards of professional conduct at all times and be able to articulate the underpinning values of The Code (NMC, 2018)

- Being prepared for and have a sound understanding of the proficiencies/skills you need to achieve
- Contacting your external placement areas (spokes) well in advance to support advance planning.
- Being aware of the name of the person you should speak to in the practice area if you have concerns
- Actively seeking out practice supervisors to support your learning and encourage feedback to be recorded in your assessment document
- Knowing the name of your nominated Practice Assessor and your Academic Assessor from the beginning of the placement period.
- Having an understanding of the support services available both within the practice area and via the university whilst in practice (information will be available on your programme pages on UniHub)
- Reflecting regularly on your learning in practice and support the learning of others
- Raising concerns promptly and seeking support as required
- Providing feedback on your learning experience both in the placement area and on return to the university to support monitoring and enhancement of the learning environment

How Service Users and Carers are involved in your programme

Service Users and Carers can be defined as people who have accessed health and social care provision or cared for someone who has accessed, health and social care provision.

There is an increasing recognition of the positive contribution made by Service Users and Carers who are experts by experience within NHS service provision. NHS England recognises the importance of their engagement with developing and improving services. The Mental Health taskforce 'Five Year Forward View' states that the design of service provision must be in partnership with people who have mental health problems and with carers. In addition, the report published by the People and Communities Board and National Voices describes Service User involvement as core to delivering an efficient health and care service.

The programme pathways leading to Nursing and Nursing Associate roles reflect Middlesex University Faculty of Health, Social Care and Education's commitment to engaging Service Users and Carers within all aspects of the curricula.

Service User/Carers are involved in your programme in the following ways:

- By reviewing the interview questions used at your selection interview
- By involvement with face to face interviews of candidates whenever possible
- By working with module teams to co-produce module assessments by developing realistic and meaningful patient scenarios for module assessments
- By delivering support through the programme
- By participating in your assessments within the programme
- By contributing to your PADs for Hub Placements 1 and 2 in the Patient / Service User / Carer Feedback form (under the guidance of your Practice Supervisor / Practice Assessor)

Programme resources – employed pathway

Fees for this programme are paid by your employer. The following course-related costs are included in the fees:

- A free electronic core textbook for every module
- All printing and copying required for your study
- Self-service laptops available for loan for a maximum of 24 hours
- Audio-visual equipment available for loan, including digital stills cameras, digital video recorders, digital audio recorders
- Uniforms – 2 pairs of trousers and 3 tunics each for all students. Male students will receive one pair of epaulettes.
- Access to clinical skills lab facilities

The following course-related costs are not included in the fees, and you may be required to purchase these to complete the course. The costs are approximate and may change due to changes in pricing at the retailer:

- Additional nursing associate uniforms can be provided (at a cost of approximately £8 for tunics & £8 for trousers)
- Travel costs to and from placements
- Additional books that you wish to purchase

Your Feedback Opportunities

Throughout your studies at Middlesex you will be given the opportunity to provide feedback on your programme. Details of all the opportunities available can be found on MyUniHub. The main way to provide feedback is through participating in surveys, and these can be at module and programme level. Your feedback in surveys will be acted upon to improve your experience and details of where student feedback has led to change can be found on the Your Impact page on MyUniHub.

Each year of every programme is represented by a Student Voice Leader – a student who is elected to work with students and academics to get feedback on what is good and what needs improving on your course. They represent you and make students' voices heard, collaborating with everyone at university to create the best possible student experience, and working with MDXSU's President and Vice Presidents to create changes that will improve Middlesex for everyone.

Programme Voice Groups (PVG's) are one of the main formal channels of communication between staff and students. They are a forum in which students (through the Student Voice Leaders) and staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Students and Staff should both be given assurances they will not be penalised for raising issues at a PVG. Full details can be found on MyUniHub.

The dates of the Programme Voice Groups for 2023/24 will be put up on your programme page on MyUniHub.

Minutes and actions from previous PVG's should be made available to you through MyUniHub. Further guidance on the PVG's can be found here:
https://unihub.mdx.ac.uk/your-middlesex/student-feedback/

How your Programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however these terms are important to you and your programme. Full details on how we do this can be found here.

Making a Complaint / Raising Concerns related to clinical practice

If you wish to make a specific complaint about your practice area or are concerned about any aspect of patient care please discuss with your Ward or Department Manager, Or Academic Advisor as appropriate who will advise you further on the process to follow. Alternatively please email esther.reid@gov.gg. A copy of the 'raising concerns / complaints process' is included in your 'Essential Guide' and reflects the NMC guidance *"Raising concerns: Guidance for nurses midwives and nursing associates"* which was published in 2013 and updated in December 2018.

Part Two - Resources and Support Available to You

The University has extensive resources and support available to all students. This section briefly lists the different resources and support services available to you and full details can be found on MyUniHub.

Library Resources

The University provides a range of support and resources to help you with your studies and full details of the services can be found here. As a Middlesex student you can access and expect the following from the Library:

- A free eTextbook for each module you study. This is chosen by your module leader and can be read online or downloaded to a computer or handheld device and is accessed via MyLearning.
- Access to other learning materials with the most important gathered together on an online reading list created by your module leader and Liaison Librarian. Your reading list will be in your module area on MyLearning.
- A variety of ways that you can get help with your studies, including the Study Hub on the first floor of the Sheppard Library is a drop-in centre for all your queries
- Access to Librarians, Academic Writing and Maths teachers as well as Student Learning Assistants and IT experts available to help you and provide advice. If your query is more in depth you can make an appointment with your Liaison librarian or AWL teacher, and they will also be coming into your seminars during the year to teach you skills which will help you succeed in your course.
- Finally, there are online resources which you can use in your own time to study where and when you choose.

Role of the Academic Advisor within Pre-Registration Nursing Programmes
FdSc Nursing Associate Programme

The role of the Academic Advisor is to support you with your personal and professional development while you are being prepared to become a qualified NA. This is important, if you are to successfully attain the level of knowledge and skills required for practice and prepare for your educational and lifelong learning needs required for NAs and further career development. The Academic Advisor also ensures that you are supported through your academic and clinical performance, by acknowledging challenges that may arise and addressing these promptly. They will act as a point of contact for their tutees as within the university the role is designed to help students settle into the University; understand the differences between School, college and HE; understand what you need to do to obtain your award; review academic progress; consider postgraduate study / career opportunities; and support your academic and personal progress, directing you to other sources of support as necessary.

Learning Support in Practice

You can expect to have an identified staff member to supervise you and support your learning on every placement as this is an NMC requirement. Having a Practice Supervisor is important

but your learning does not have to be impeded if he / she is not on duty. There will be physiotherapists, occupational therapists, teachers, experienced health care assistants, play therapists, art therapists etc. that can share their experience and therefore also support your learning. Year 2 NA or Year 2 or 3 nursing students are also a very valuable resource and they will be keen to develop their teaching and supervision skills and know what it is like being new to an area.

Link Lecturer

A Link Lecturer is a member of the university staff and programme team who has responsibility for supporting practice assessors and practice supervisors across a range of placements. A laminated sign with the link lecturers name and contact details will be available in your placement area and if you need specific advice / support then please do contact them. At times your link lecturer may also be your academic assessor but this will not always be the case.

Local Education Team

In most of the larger organisations and particularly in NHS trusts there are senior staff who support education in practice known as Clinical Placement Managers or Practice Educators. These staff members organise the initial induction to the organisation and often facilitate teaching sessions for students, provide regular support and seek feedback on your experience. In whatever health or social care setting you are in there is always a senior member of the organisation team who has responsibility for education and can provide necessary support and advice if needed, just ask.

Student Support Services

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your programme.

Occupational Health

The HSC provide Occupational Health services for all healthcare students and HSC employees. The role of the service is to provide professional, impartial and confidential advice to you and your employers (i.e. the Institute), in relation to fitness for clinical practice. The main functions are: -

- Screening of pre-course health declarations.
- Immunisations.
- Institute referrals, including recommendations of adjustments or additional support that may need to be considered to support students with health problems whilst learning in practice.
- Assessment of fitness to return to course following interruptions of study of over 3 months.
- Follow up management in the event of a needlestick injury or blood/body fluid exposure.
- Self -referrals from students.
- Signposting for Counselling services

Health and Wellbeing -General wellbeing support and an individual signposting service to help you manage any challenges affecting you emotionally or psychologically that you might face while you study with us can be accessed via the Wellbeing Lead at the Institute.

Academic Support

Academic staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either during office hours or by email or telephone.

Link Tutors

The link tutor at The Institute for this programme is Emma Le Poidevin (emma.lepoidevin@gov.gg) and the link tutor at Middlesex University is Venetia Brown (v.brown@mdx.ac.uk). Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Board of Study meetings, either in person or online, where they hear the views of students on the programme, however you can contact either if you have a query or suggestion.

Learner Development

To support your development to study at degree level a raft of study skills opportunities will be available as part of your induction and as you progress through the course. Examples include:
- Developing degree level attributes
- Developing critical writing skills
- Learning search skills to enable you to identify and use literature and other evidence to support your work

If you would like to build confidence in your study you will be offered the optional opportunity to engage with the Institute's existing Study Skills programme which covers issues such as:
- Referencing
- Academic writing
- Academic misconduct
- Reflective writing

In addition to taught sessions, you will be able to access online resources through Unihub as well as having access to drop in sessions at the Institute where a member of the academic staff will be available to answer questions and help you get your assignments ready for submission or help with numeracy and drug calculation problems.

Disability Lead – providing an inclusive teaching and learning environment which caters for all students with dyslexia and disabilities.

Occasionally, during programme, it is thought that a student may have a SpLD which has not previously been identified. Examples include dyslexia, dyspraxia, dyscalculia and ADHD. If this applies to you, your PT will discuss how you could access screening/assessment, and subsequently any additional support identified as a result of this assessment. An individual academic support plan will also be completed reflecting the assessment of your needs.

More usually, some students enter the programme knowing they have a SpLD. If this applies to you and you wish to access additional support, you should have informed the course team at the point of application and supply written evidence of your assessment of learning needs.

Thereafter, you are also entitled to specific support and an individual plan as identified in the above paragraph.

Students with a SpLD are also entitled to a number of special arrangements relating to assessment. These may be the same as those afforded to students based at Middlesex University. No financial assistance is available for students with a SpLD. Further information on the process of provision of support is provided in the 'Institute Reasonable Adjustments Pack'. Students seeking more information can contact the Institute's Disability Lead Rachael Major Rachael.Major@gov.gg

Employability – employed pathway

As an employee, you are already in employment whilst studying on this programme. Middlesex University is committed to further supporting you to develop your employability skills; we do this by designing your nursing associate programme – employed pathway so that you have the opportunity to develop a key set of employability skills including team-working, self-management, business and customer awareness, communication, problem solving and the application of literacy, numeracy and information technology. Within the final year of the NA programme there will be opportunities that focus specifically on completing your programme and gaining employment as a NA.

We also offer extra-curricular opportunities including:

- Access to our Employability Service that will help you plan your future employment, gain skills and experience for the workplace and secure employment as a NA
- A range of services through our Enterprise Development Hub which is dedicated to nurturing innovative student ideas and supporting students into self-employment and entrepreneurship

Full details of opportunities available to you can be found here.

Part Three - University Policies You Should Know

Programme Regulations – Employed Pathway

As a student of Middlesex University there are regulations and policies that you should make yourself aware of before you commence with your studies. These regulations detail the rules around assessment, how grades are awarded, and how assessment is conducted. This includes details on academic misconduct and what you should do if circumstances mean you cannot complete an assessment. Full details of the regulations can be found here.

Academic Integrity and Misconduct

Academic integrity is about quality that determines values such as honesty, fairness and respect for others and their work, which is also an attribute required to become a registered nurse. Throughout the programme you will need to demonstrate academic integrity by producing your own work and acknowledging any material that has been included from other sources as demonstrating academic integrity is a highly valued graduate attribute showing that you work in a professional and ethical way. The University has developed a new online Academic Integrity Awareness Course to help support you. You can find this resource logging into MyUniHub and then going to My Learning. You will find the course under 'My courses'. Further information about academic integrity is available from the following link:
https://unihub.mdx.ac.uk/study/academic-integrity

You should be aware of the University's academic misconduct policies and procedures. Academic misconduct is a breach of the values of academic integrity, and can occur when a student cheats in an assessment, or attempts to deliberately mislead an examiner that the work presented is their own when it is not. Taking unfair advantage over other students in assessment is considered a serious offence by the University. Action will be taken against any student who contravenes the regulations through negligence, foolishness or deliberate intent. Academic misconduct is a corrosive force in the academic life of the University; it jeopardises the quality of education and devalues the degrees and qualifications of the University. Academic misconduct takes several forms, in particular:

- Plagiarism - producing work that is not entirely your own efforts; taking the work of others and passing it off as your own, e.g. copying the words of others without acknowledgement/referencing the source/s. This could occur through negligence or deliberate action.
- Commissioning or buying work from a 3rd party (commonly known as 'Contract Cheating' and 'Ghost Writing').
- Collusion – working with another or other students in presenting substantially similar work.
- Cheating in an exam – taking unauthorised material in to an exam (e.g. crib notes) or any other infringement of the examination room rules.
- Self-Plagiarism **–** including any material which is identical or substantially similar to material that has already been submitted by you for another assessment in the University or elsewhere.

Full details on academic integrity and misconduct and the support available can be found here and also using this link https://unihub.mdx.ac.uk/study/academic-integrity

Extenuating Circumstances

Extenuating Circumstances are personal circumstances which have affected your performance in assessment and are brought to the attention of the Assessment Board when considering your academic performance.

For information about how to apply for Extenuating Circumstances please see information available on MyUniHub.

Assessment

The aim of assessment is to support and enhance your learning. Within the context of the profession, assessment will also measure the extent to which you have acquired the necessary proficiencies and skills, enabling your registration on the appropriate part of the NMC professional register.

You will experience a diverse range of assessment methods in both theory and practice. These will be **formative** and **summative** in nature, both being valuable tools for learning as outlined above.

Formative assessment is designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment by a variety of methods, but not a grade. Formative assessment is an important part of the learning process and has been shown to help students improve both their grades and their learning style. It should offer helpful guidance for your summative preparation, and the two types of assessment (formative and summative) will therefore link together seamlessly to assist you in your preparation. Feedback may be given in writing by tutors or peers, it may be verbal from tutors and / or peers, and it can also be given via audio clips. Other methods also exist and these will be outlined in each individual Module Handbook.

Summative assessment is designed to measure the extent to which you have achieved the specific learning outcomes of a module and therefore the grade you will be awarded. Learning outcomes are the specific skills and knowledge that you are expected to demonstrate as a result of undertaking a validated module. Summative assessment should therefore realistically assess your achievement of all learning outcomes in a secure, transparent, fair and accurate manner.

Overall, modules are assessed using a variety of approaches to assessment - self, peer, group, mentor and online assessments. Whilst the main aim of all assessments is to enhance learning and self-awareness, this broad aim encompasses a number of purposes:

- Enabling you to demonstrate that you have met the module outcomes and skills appropriate to the level of study

- Providing feedback to enable you to learn from experience and then to build on your achievements

- Consolidating your learning

- Assisting you in applying abstract principles to practical contexts

- Motivating you by demonstrating how you are progressing

- Classifying and grading your achievements
- Encouraging you to be writing and practising by demonstrating you have inclusion of an evidence base underpinning in all you do, and working independently and autonomously as you progress

- Providing the Lecturers with feedback on your abilities and progress, and thereby the effectiveness of their own teaching and learning

- Giving an indication on the general achievement of standards that provide performance indicators for meeting the professional standards required by the University and the Professional Bodies

Emphasis will be placed on assessment as a means demonstrating your integration of theoretical knowledge with practice. You can expect to receive clearly defined criteria for assessments that relate to the learning outcomes, learning and teaching strategies and academic level of the module being studied. In order to develop diverse skills, you will be exposed to a range of assessment methods that will enhance your learning. Specific assessment methods are stated for each module in the module narrative and will also be explained in more detail in the module handbook. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome.

The nature of assessment is that the programme endeavours to support and enhance your learning and to develop your employability skills. The following are examples of the types and range of assessment you may undertake during your programme of study:

- Essays that allow investigation of breadth and depth of knowledge as well as understanding, and demonstrate your ability to develop ideas and arguments supported by literature

- Case studies that demonstrate application, analysis and integration of theory and practice and support problem-solving skills

- Online multiple choice examinations and online drug calculations exam

- Presentations (both individual and group) that confirm visual and communication skills as well as creativity in conjunction with your knowledge and understanding of the information delivered and the rationale for care

- Reflective writing that demonstrates understanding and self-identification of learning needs as well as insight and ability to modify behaviours where necessary

- Compilation of portfolio evidence illustrating the integration of theory and practice, and the ability to self-assess your own ability and to plan your future developmental needs

- Professional development pieces (such as CV writing and personal statements)

- Practice assessments that foster and enable the development of graduate, transferable and employability skills and particularly focus on the development of knowledge and skills related to care planning, patient assessment, critical reflection,

self-assessment, the integration of theory and practice and the development of psychomotor skills.

Submission, receipt, marking and return of assessment Submission and receipt of assessment

You will find all the dates and timeframes for your assessments (both formative and summative) within your Module Handbooks and you will be given an Assessment Map at the start of each academic year that will outline all module submission dates to help you plan your learning. Where the module has an examination, if possible this will take place during the University exam periods which are during the month of May. Re-submissions/re-sits will take place if possible in the month of July.

Your module handbooks have the precise details of when and how to submit your coursework (but this will be either electronically via myUniHub or in person at the UniHelp desk in the Sheppard Library) and how you obtain a receipt confirming you have submitted it. Please refer to these and contact your Module Leader if you have any queries.

Grading scales

The University has a 1-20 grading scale, with grade 1 being the highest grade.

Return of coursework

You are expected to keep a copy of all your coursework and it should be kept somewhere safe as you are responsible for this. We would recommend storing on your personal one drive, a memory stick or external hard drive. As the marked copy of your work is not normally returned to you it is important you keep a copy so you can understand the feedback you get properly.

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect and to use the feedback as the basis for learning and to improve your understanding, work and grades.

Feedback can take many forms and may be informal. For example it may be given and discussed orally in the classroom, or it may be more formal and delivered in written or audio form from academic staff or fellow students. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and so we provide regular opportunities for **formative assessment**, the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: mdx.ac.uk/regulations.

You will normally be provided with feedback within 15 working days of the published submission date.

Marking, second marking, and moderation

This takes place following submission of summative coursework and examinations. You can expect your work to be marked and graded according to the criteria for assessment that you will have been given for each Module. Members of the module team do mark all assessments submitted. Scripts that are referred or failed are all second marked, as are scripts that have been awarded a Grade 1. The scripts are also subject to sample moderation. Moderation means that a panel of Lecturers / Senior Lecturers will randomly sample work across the whole cohort of students who have undertaken the assessment, to ensure that there has been consistency and parity in marking and feedback. In the case of live presentations such as Posters for example, the summative assessments will be recorded for subsequent archiving on DVD disc and scrutiny if required.

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of the reports on the relevant programme pages.

The External Examiner(s) for the FdSc Nursing Associate programme is:

   • Laura Schwartz, Senior Lecturer in Nursing at Liverpool John Moores University

A sample of all work at Level 4 and 5 is sent to an External Examiner who comments on the quality and consistency of the marking and the feedback to students, in relation to the stated criteria for a given assessment. External Examiners sample Practice Assessment Documents (PADs) and undertake visits to practice areas, at least once per year. This is agreed with the programme team and the relevant area of clinical practice. Throughout this process we therefore ensure your programme is robustly quality assured and that all students are treated equitably and fairly within practice-based assessment. The role of External Examiners is to ensure that standards are consistent across Institutions at a National Level.

IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner.

The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of External Examiners on UniHub:
http://unihub.mdx.ac.uk/your-study/ensuring-quality/external-examiners

Results Confirmation

At the end of each academic year, module grades are considered and confirmed by an Assessment Board. Following the Board, individual results and your progression status will be released after the point, and will be made available in the My Study area on myUniHub.

If any of your results are provisional they will be labelled as such. Further information on your results and assessment can be found in the University Guide, under the Your Study area of myUniHub, or by seeking advice from your Progression and Support Team Officer. Further details can also be found in the University regulations.

Progression on the employed pathway

The progress of all students will be reviewed regularly throughout your programme. This takes place at key points in the academic year and is dynamic and ongoing. In order to proceed from one year of study to the next and in line with NMC requirements and University regulations, all students must:

- Successfully complete and pass all module assessments, for the FdSc Nursing Associate programme there is no compensation of modules

- Meet professional requirements for progression, including attendance of both practice and theoretical content

If you do not meet the requirements to progress to the next academic year it will result in discontinuation off the programme due to academic failure or having to step off the programme for a minimum period of 1 year. As an employee there are funding implications of this, which will be discussed with you by your employer and Programme Leader. Please note that there is an expectation that the programme is normally completed within 5 years of enrolment and can only be extended to 6 years if there are exceptional circumstances.

Attendance on the employed pathway

Middlesex University is keen to support all students to help enhance their academic potential. One of the ways we can do this is by monitoring attendance which will allow us to work with you to resolve issues that may prevent you from attending.

Studies have shown that a good attendance record has a positive impact on performance and therefore is an important factor in helping you to fulfil your academic potential. If your attendance is unsatisfactory, we will review your complete record in conjunction with your employer.

If you experience difficulties beyond your control, which prevent you attending, you should notify your tutor who may be able to offer support and guidance. The University Regulations (C2.1) state every student must attend those teaching sessions specified in the regulations governing the module/programme. In addition, as an employee your employer is informed of any difficulties in attendance, and this may impact on your funding as a student.

Please refer to the **Attendance Policy** within the Essential Guide for Nursing & Midwifery as this is a professional programme. Additional information can also be found in individual module handbooks regarding module attendance.

Things you should know about attendance

Your punctuality and attendance are important, not just for you but for your cohort and peers. If you are frequently late or your attendance falls below the required amount specified in your programme handbook your record will be reviewed and your employer informed.

- Many parts of the University now use an electronic register to monitor attendance

- It is your responsibility to ensure your attendance is recorded and as a professional courtesy you should let your lecturer know if you are going to be, or have been absent
- If you consistently miss sessions you will be contacted by the Attendance Team or your tutor and your employer informed.

- Students should therefore make sure they have their student card when attending sessions

Health and Safety

Information and advice regarding health, safety and welfare is accessible on UniHub. The information resource for Middlesex University students contains a summary of this advice. On this web site you will find useful information on:

- Health related issues such as registering with a doctor, dentist or optician. A summary of key infectious disease and a range of health matters such as minor illnesses, alcohol, drugs and travel.

- Health and safety issues such as the University's Health and Safety policy, first aid arrangements, fire procedures, accident reporting procedures and how to raise concerns. Also, several other key health and safety related policies such as Alcohol and Substance Misuse and No Smoking.

- Personal safety related issues such as, reporting and dealing with crime. These are supported by useful numbers to contact while on campus or in halls.

The University strongly advises you to register with a local doctor on enrolment if you have moved away from home. More detailed guidance on the above will be brought to your attention at the start of your studies.

Mandatory Training

In addition, as a nursing associate student and employee you will need to complete all mandatory training sessions as required by your employer, and these will be recorded within your OAR.

Appendix 1: Programme Specification

FdSc Nursing Associate

1. Programme title	FdSc Nursing Associate Employed pathway
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	Nursing and Midwifery Council
5. Final qualification	FdSc Nursing Associate
6. Year of validation **Year of amendment**	2018/19 2023
7. Language of study	English
8. Mode of study	Fulltime

9. Criteria for admission to the programme

Middlesex University has a flexible and personalised approach to admissions and we accept applications from students with a wide range of qualifications and a combination of qualifications.

Applications for the FdSc Nursing Associate (NA) are welcome from those currently working (or newly employed) as HCSWs, or similar roles with a Trust / Organisation who is able to second and support the student. All applicants must hold or have achieved a level 2 qualification in English and mathematics. If they do not hold a level 2 qualification in English and mathematics at application stage, they will be given support to achieve these qualifications alongside the employment pathway.

Recognised level 2 qualifications include:
- GSCE/International GCSE grade C/4 or above
- Key Skills level 2 PASS in Literacy/Communication/Numeracy
- Some overseas equivalent qualifications can be accepted and will be assessed as part of the Admissions process
- Candidates must also pass the university entrance level maths and English tests, and interview as part of the selection process.   DBS and occupational health clearances are also required.

Further requirements
- Successful interview based on values-based recruitment, including numeracy and literacy test
- Applicants must be digitally literate as all recruitment processes and many teaching and learning activities within the programme involve the use of technology and digital processes, reflecting the realities of healthcare practice
- To begin Spoke placements you must also complete a satisfactory enhanced DBS Check.
- Evidence of completion of a satisfactory Occupational Health Check with your employer.

The equivalence of qualifications from outside the UK will be determined according to NARIC guidelines.

We are unable to accept applications for deferred entry or defer existing offers for this programme to the next possible start date.

Candidates who have prior learning can claim for RPL against the NMC Standards of proficiency using the module learning outcomes, these are reviewed on an individual basis.

10. Aims of the programme

The FdSc NA programme aims to provide students with the experience, knowledge and skills to achieve the Nursing Associate qualification and NMC registration as a NA. This new nursing role was established by Health Education England in 2016 (HEE 2016) to bridge the gap in care delivery between that of the graduate registered nurse and support roles such as Health Care Assistant or Health Care Support Worker. The role of the Nursing Associate (NA) is therefore a new role across England. The role sits within the wide and complex context of healthcare in the UK, and the programme provides students with a diverse range of learning opportunities to help prepare them to contribute effectively to care delivery in these complex contexts. It involves learning *from practice* and learning *in practice* thus it draws upon the principles of work based learning in a supportive environment.

This programme aims to prepare a NA that is accountable for their own actions and to work in interdisciplinary teams. The NA will work with a Registered Nurse (RN) to tailor care to the individual but will always consider the social context of care and be able to identify and manage risks in that environment. She/he will demonstrate warmth and empathy and will develop cultural competence and resilience and be able to manage their own personal health and wellbeing and know when and how to access support. She/he will be committed to working in partnership with service users and colleagues and demonstrate a personal commitment to lifelong learning. They will be able to care for people in their own home, in the community or hospital and/or in any health care setting where their needs are supported and managed. They will be able to work effectively in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies.

Students accessing the FdSc NA programme will develop skills to debate current issues in healthcare and consider the future development of NA role. Our NA programme aims to enable students to achieve:

- Programme outcomes and proficiencies in-line with the Nursing and Midwifery Council Professional requirements for entry to the register as a NA
- Utilising reflective practice and evidence-based practice as a catalyst for change and service improvement
- Adopt a critical and analytical approach to care and recognise the challenges of integrating theory with practice
- Develop the skills required for team working in health and social care
- Acknowledge the changing face of healthcare and the on-going development of nursing associate practice
- Engage with life-long learning, develop transferable skills to enhance their associate nursing role and appreciate the value of education for health and society

On completion of the FdSc programme students will be able to demonstrate the required nursing associate programme outcomes and proficiencies for registration as a NA with the NMC.

11. Programme outcomes	Teaching/learning methods
A. Knowledge and understanding on completion of this programme the successful student will have knowledge and understanding of:	Students gain knowledge and understanding through learning occurring in the practice setting and theory based in the University;
1. Effective communication and interpersonal skills that promote clarity, compassion, empathy, respect and trust	• Formal teaching methods: lectures, participatory seminars, small group discussions, self-guided and directed learning, e-learning, support from the Academic Advisor
2. Critically reflect on theory and practice related to the role of the NA	• Skills laboratory and practical clinical sessions, use of virtual and augmented reality resources and on clinical placements. This contains a number of activities which facilitate the student's understanding and development of nursing associate practice and serves as a tool for use with staff in their practice learning. The latter is key to applying knowledge and skills to real life situations and demonstrate drawing on theoretical and practical skills and research to engage critically with decision making and performing with high quality patient care.
3. Demonstrate the importance of research and innovation, and their role in this as a NA	
4. Demonstrate awareness of the context of rising public expectations of healthcare and their role in improving the quality of patient care and safety	
5. Articulate the argument for a holistic approach to care provision	
6. The principles underpinning leadership, team-working skills and demonstrate these as a NA	**Assessment**
7. Professional, ethical and legal values and parameters of practice as a NA	An understanding of the theory and practice of the NA role is both summatively and formatively assessed through a range of approaches including:
8. Sound understanding of the principles of responsibility and accountability and role within the multi-professional team	• Written, presentation, digital reports and presentations, online tests and clinical practice assessments. Self, peer and teacher assessment is utilised to enhance the self-reflective and critical practitioner
9. Strategies available for meeting the needs of patients presenting with a range and complexity of health care problems or challenges	• Formative assessment techniques to prepare the students for summative testing
10. Health informatics and digital literacy in the context of a complex health system	Specific assessment methods are specified in each module outline.
11. Cultural competence, diversity and its elements	
B. Skills **On completion of this programme the successful student will be able to:**	**Teaching/learning methods** Students learn cognitive and practical skills through a range of teaching methodologies all of which encourage self learning and self-appraisal of learning and skills, approaches include:
1. Communicate effectively with patients and colleagues as a NA in a range of healthcare settings	• Lectures, seminars discussions, formative assessment, peer-review of presentations, debates and directed reading
2. Practice safe and competent care as a NA across boundaries in a range of health and care settings	

3. Exercise the skills attitudes and behaviours that support their own development as life-long learners and the development of others 4. Technical, professional and clinical skills underpinned by a sound understanding of the principles of accountability 5. Demonstrate caring, compassion and empathy whilst delivering and evaluating person centred care 6. Deliver care consistent with duty of care, equality and diversity, and the need for candour in a range of settings 7. Work effectively as a NA in teams across range of healthcare settings, demonstrating leadership competencies 8. Demonstrate effective practice as a NA using numeracy and digital literacy skills	Furthermore, skills learning methods include: • Practical skills sessions and laboratories, use of virtual augmented reality resources and case-based scenarios and patient stories as well as clinical practice in collaboration with practice supervisors, practice assessors and clinical placement facilitators • Skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment • Role modelling plays a significant part in the student's skills development **Assessment methods** • Formative and summative methods **which** include the use of the Practice Assessment Document (PAD) to assess the student's progress in practice; • The PAD cross references NMC competencies to demonstrate achievement towards professional recognition. The student uses 1 PAD per year. Ongoing development will be assessed using a cumulative Ongoing Achievement Record (OAR) aligned to the PAD.

12. Programme structure (levels, modules, credits and progression requirements)

1. 1 Overall structure of the programme – employed pathway

The FdSc NA programme comprises 2 academic years, in which the student will take 120 credits at Levels 4 and 5 respectively. Theory and practice are integrated and reflected in the learning outcomes of each module. The core thread is nursing associate practice. Overall the student will study how to practice as a NA in a variety of areas using a broad repertoire of skills and knowledge, and practice as a NA developing specific depth in their chosen area of practice.

The FdSc NA programme modules are delivered by a block release pattern of attendance at university of 9 weeks per year. Students on the employed pathway are employed within local Trusts and Healthcare organisations as Trainee Nursing Associates. Planned practice placements are within the student's place of work (hub placements) and 4 shorter (2 week) placements in year 1 and 5 in year 2 - within different areas of healthcare practice per year (spokes) as planned by the programme team. The students have access to My Learning at module and programme level, and all resources provided within it. These resources allow them to undertake the required pre and post sessional work within each module.

Students are required to undertake a programme that includes a minimum of 2300 hours learning, this is detailed in section 15.

The modules within the programme closely reflect those in the BSc Nursing, to allow a smooth transition to that programme for those who want to.

FdSc Nursing Associate

MODULES					CREDITS	EXIT AWARD
YEAR 1	NUR1900 Study skills for Nursing Associates Credits: 15	NUR1902 Foundations of Scientific principles for Nursing Associate Practice Credits: 15	NIP1903 Foundations of Nursing Associate knowledge Credits: 30	NIP1901 Foundations of Professional Practice for the Nursing Associate Credits: 30	NIP1904 Nursing Associate Practice 1 Credits: 30	120 Credits at level 4	Cert HE Healthcare Practice
YEAR 2	NIP2901 Developing Scientific Principles for Nursing Associate Practice Credits: 30	NIP2901 Developing Professional Nursing Associate Practice Credits: 30	NIP2902 Team Leadership and Supporting Learning in Practice Credits: 30	NIP2903 Nursing Associate Practice 2 Credits: 30		120 Credits at level 5	

12.2 Levels and modules		
Level 4		
COMPULSORY	**OPTIONAL**	**PROGRESSION REQUIREMENTS**
• NIP1900 Study skills for Nursing Associates (15 credits) • NIP 1902 Foundations of Scientific principles for Nursing Associate Practice (15 credits) • NIP1903 Foundations of Nursing Associate knowledge (30 credits) • NIP1901 Foundations of Professional Practice for the Nursing Associate (30 credits) • NIP1904 Nursing Associate Practice Learning 1 (30 credits)	None	Completion of 120 credits and successful clinical reports at level 4. Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy within the Essential Guide Students need to demonstrate good health and character and must declare this at the start of each year of study and must complete a self declaration of good health and character each year of the programme.
Level 5		
COMPULSORY	**OPTIONAL**	**COMPLETION REQUIREMENTS**

• NIP2901 Developing Scientific principles for Nursing Associate Practice (30 credits)	No options	Completion of a total of 240 credits (120 credits at level 4 and 5).

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• NIP2900 Developing Professional Nursing Associate practice (30 credits) • NIP2902 Team leadership and supporting learning in practice (30 credits) • NIP2903 Nursing Associate Practice Learning 2 (30 credits)		Students need to have met the attendance requirements for theory and clinical practice outlined in the attendance policy within the Essential Guide At the end of the programme all students are required to have a written Declaration of Good Health and Character signed by the Programme Leader, indicating that to the best of their knowledge the student is eligible to register as a nursing associate with the NMC. Accumulated unauthorised absence may impact on the confirmation of good character required by the NMC.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
Level 4	Compensation not permitted in any modules (professional programme)
Level 5	Compensation not permitted in any modules (professional programme)

13. Curriculum map

See attached.

14. Information about assessment regulations

Assessment regulations follow Middlesex University's Academic Regulations. Assessment is to guide learning and achievement. However, this professional Programme also requires that:
- This programme does not allow students to re-take modules. All modules are compulsory and non-compensable.
- Practice modules will be graded as Pass or Fail only
- Students must achieve a pass grade for all the modules within the programme, to progress to the next stage of the programme.
- Students must meet the attendance requirements and all mandatory elements of the programme.
- Infringement of assessment regulations/academic misconduct (section F1) - may require Fitness for Practice Panel.
- Disclosure and Barring Service (DBS) and Occupational health clearance is required prior to commencing clinical placement.
- Automatic deferral is not permitted for students on these programmes.

15. Placement opportunities, requirements and support

A range of placement opportunities will be provided in order to meet NMC programme requirements. The pattern of study is 9 set weeks of full-time study in the university, in year 1, and again in year 2. Students will also undertake periods of assessment in practice in their own work setting, called hub placements, and a range of spoke placements to gain experience of caring for patients including adult, mental health, children and young people and service users with learning disabilities. Students will undertake four 2-week spoke placements in year 1 and 5 in year 2 in areas of healthcare practice away from their Hub placement. Students are expected to attend all study and spoke weeks and not take annual leave at these times. On the employed pathway other periods of time are called 'non-specified' time, and annual leave should be taken at these periods. Preparation for each period of placement and additional resources to provide guidance and support will be provided.

As trainee nursing associates, students will be employees, as well as students of the university for the duration of the programme. They need the support of Practice Supervisors and Practice Assessors in practice, who will be responsible supporting and assessing the students during their periods assessed practice as required by the NMC Standards for Student Supervision and Assessment (SSSA) Standards (NMC 2018a). Students will be encouraged to evaluate their experience on a regular basis and be made aware of the process to escalate concerns if needed.

Staff within the Faculty of Health, Social Care and Education work in partnership with practice placement providers to ensure that the practice learning environment is conducive to meeting the individual learning needs of the student and a robust process of quality monitoring of the learning environment is in place. All students will be given an induction at the start of each new learning experience and support and guidance will be given to students with diverse needs.

Meeting required programme hours for students on the FDSc Nursing Associate programme (employed pathway)

The programme is designed to meet the NMC requirements for Nursing Associate programmes which is 2300 programme hours balanced equally between theory and practice. Protected learning time must be assured for all of the required programme hours.

The 1150 hours for practice are met through the hub and spoke model designed for this programme.

The 1150 hours required to be met in theory cannot be achieved solely by the students attending university and hence further theoretical hours need to be reflected across the whole two year programme, with evidence of theoretical learning happening in Hub and Spoke placements and whilst students are on non-specified time in their employment role.

The model being adopted for this programme is that during placement / employment weeks students are required to undertake a number of '*formative learning activities'* (FLAs) that must be submitted to the programme leader at set periods throughout the year to be verified and recorded to demonstrate evidence of achievement of the required hours. Details regarding completion and verification of the FLAs is included in Part B of the OAR.

Within our programme calculation of the required programme hours to meet the NMC standards is based on the following principles:
6) There are a total of 18 weeks theory over the two year programme and this equates to 726 hours.
7) There are a total of 24 weeks in hub placements (practice within the students own place of work) and these are calculated at 37.5 hour weeks. Of the 37.5 hours 32.5 are identified as practice and 5 hours are attributed to theory. Students are required to undertake FLAs to meet these theory hours. The Student will work the usual 37.5 hours and the FLAs will be undertaken within their usual time at work (Total 24 weeks hub placements x 32.5 = 780 hrs practice and 24 weeks x 5 theory = 120 hrs theory)

8) There are a total of 18 weeks in spoke placements. Of the 37.5 hours 30 are identified as practice hours and 7.5 are attributed to theory and students will be will be required to undertake FLAs to meet these theory programme hours in spoke placements. The Student will work the usual 37.5 hours and the FLAs will be undertaken within their usual time at work. (Total 18 weeks spoke x 30= 540 hrs practice and 18 weeks x 7.5 = 135 hrs theory)

9) Students also complete 46 'non-specified' weeks during the programme when they are working within their own place of work, but are not being summatively assessed. For **30** of these 'non specified' weeks (15 per year) further FLAs will need to be completed by the student. This is recognised as 5 hours learning / application of theory per week. The student will work the usual 37.5 hours and be required to complete these FLAs in their own time.

In adopting the above model we have calculated a total of 1575 practice hours and 1183 theory hours. The practice hours will be captured in the PAD and the theory hours in Part B of the OAR.

16. Future careers (if applicable)

On successful completion of the programme students are eligible to enter the NMC register for Nursing Associates. Successful students will be eligible able to progress to a BSc Nursing (RPL route)

17. Particular support for learning (if applicable)

- Academic Advisor
- Link Tutor/Practice Supervisor / Practice Assessor / Academic Assessor in clinical practice
- Clinical Placement Facilitators
- Clinical Skills laboratories with a range of resources, some advanced and cutting edge (Virtual and Augmented Reality)
- Learning Enhancement Team
- Disability Support to support specific learning needs
- Online learning resources (audio/video/research/literature/discussion boards) through the learning platform: My Learning

18. JACS code (or other relevant coding system)	B790
19. Relevant QAA subject benchmark group(s)	Nursing

20. Reference points

Health Education England (2015) Raising the Bar: Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants.

Middlesex University Regulations (2018/19), London, Middlesex
Middlesex University (2018/19) Learning and Quality Enhancement Handbook, London, Middlesex University
Nursing Midwifery Council (2018a) Part 1: Standards framework for nursing and midwifery education
Nursing Midwifery Council (2018b) Part 2: Standards for student supervision and assessment
Nursing and Midwifery Council (2018c) Standards of proficiency for nursing associates
Department of Health and Social Care (2018) NHS Outcomes Framework (NHS OF). London HMSO
Nursing and Midwifery Council (2018) *The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates.* London. NMC
Quality Assurance Agency (2018) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards, London: QAA
Framework for Higher Education Qualifications (2014)
https://www.qaa.ac.uk/docs/qaa/qualityhttps://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdfcode/qualifications-frameworks.pdf

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2 - Curriculum Map - FdSc Nursing Associate

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

	Knowledge and understanding
A1	Effective communication and inter-personal skills that promote clarity, compassion, empathy, respect and trust
A2	Critically reflect on theory and practice related to the role of the NA
A3	Demonstrate the importance of research and innovation, and their role in this as a NA
A4	Demonstrate awareness of the context of rising public expectations of healthcare and their role in improving the quality of patient care and safety
A5	Articulate the argument for a holistic approach to care provision
A6	The principles underpinning leadership, team-working skills and demonstrate these as a NA
A7	Professional, ethical and legal values and parameters of practice as a NA
A8	Sound understanding of the principles of responsibility and accountability and role within the multi-professional team
A9	Strategies available for meeting the needs of patients presenting with a range and complexity of health care problems or challenges
A10	Health informatics and digital literacy in the context of a complex health system
A11	Cultural competence, diversity and it's elements

Skills	
B1	Communicate effectively with patients and colleagues as a NA in a range of healthcare settings
B2	Practice safe and competent care as a NA across boundaries in a range of health and care settings
B3	Exercise the skills attitudes and behaviours that support their own development as life-long learners and the development of others
B4	Technical, professional and clinical skills underpinned by a sound understanding of the principles of accountability
B5	Demonstrate caring, compassion and empathy whilst delivering and evaluating person centred care
B6	Deliver care consistent with duty of care, equality and diversity, and the need for candour in a range of settings
B7	Work effectively as a NA in teams across range of healthcare settings, demonstrating leadership competencies
B8	Demonstrate effective practice as a NA using numeracy and digital literacy skills

Programme outcomes																		
A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**A11**	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**
Highest level achieved by all graduates																		
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

FdSc Nursing Associate:

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8
	Level 4																			
Study Skills for Nursing Associates	NIP1900 (4)	X									X		X		X					X
Foundations of Professional Practice for Nursing Associates	NIP1901 (4)	X	X			X	X		X	X						X		X		
Foundations of Scientific Principles for Nursing Associate Practice	NIP1902 (4)		X	X	X									X		X				X
Foundations of Nursing Associate Knowledge	NIP1903 (4)		X	X		X		X			X	X	X				X			
Nursing Associate Practice Learning 1	NIP1904 (4)	X			X		X	X					X	X		X	X		X	X
	Level 5																			
Developing Professional Nursing Associate Practice	NIP2900 (5)		X	X		X	X	X			X					X	X	X		
Developing Scientific Principles for Nursing Associate Practice	NIP2901 (5)					X				X				X	X					X

Module	Code																	
Team Leadership and Supporting Learning in Practice	NIP2902 (5)				x		x				x				X				X	X
Nursing Associate Practice Learning 2	NIP2903 (5)	X	X			X	X			X			X	X		X	X	X	X	X

Appendix 3: Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on the My Study area of myUniHub: https://myunihub.mdx.ac.uk/web/home-community/mystudy

Your online reading lists can be accessed from the My Study area of myUniHub. They highlight essential and recommended reading for all modules you are registered on.

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Module code: NIP1900
Title: **Study skills for Nursing Associates**
Credit points: **15**
Level: **4**
Module leader: **Lisa Murray**
Accredited by:
Module restrictions:
(a) Pre-requisite
(b) Programme restrictions **Must be on the FdSc Nursing Associate Programme**
(c) Level restrictions
(d) Other restrictions or requirements

Aims:

This module aims to support students with the development of their academic study skills and prepare them to acquire the skills necessary to study and work successfully as a student nursing associate, plan their own professional development, and develop their role within the inter-disciplinary team.

Learning outcomes:

On completion of this module, the successful student will be able to:

1.   Utilise writing and numeracy skills to communicate clearly in clinical practice and academic work, developing accurate referencing style.

2.   Implement information and digital technologies to locate, prepare and present evidence based practice and information from a range of sources to support academia and to develop interdisciplinary working skills.

3.   Review self-awareness in relation to their own professional development and career development, including own level of skills, professional reflection and areas   for further development

Syllabus:

- Introduction to academic reading, writing and numeracy skills to develop fundamental knowledge for practice and academia. Literature searching, note taking, referencing in academic work.

- Evidence-based practice, Use of information and digital technologies, to support studying and practice.

- Self- awareness, professional development, career planning.

Learning and Teaching Strategy

The learning and teaching strategy within the module reflects the programme as a whole and as such will facilitate good 'sign-posting' for students within each session. This will ensure the students are able to make links to other modules and build a platform for the modules within year 2, and other modules currently being studied to avoid the module being seen in isolation. The module will utilise a range of digital technologies to enhance the students' familiarity with such approaches and also ensure the module is both accessible and inclusive.

Embedded sessions from the Learning Enhancement and Library Teams will address the expectations of studying at university, digital literacy and working with others.
These sessions will develop the students' knowledge and skills in relation to academic writing, numeracy and use of the library and literature searching.

A variety of teaching and learning strategies will be employed in this module to aid learning and development. Lectures, DVDs, demonstrations and skills rehearsal will develop underpinning knowledge and skills. Further activities and support will be provided by materials on UniHub.

Assessment scheme:

(a) Formative assessment scheme

Formative 1
Upload and submit of a one-page cover sheet file to Turnitin.

Formative 2
500-word draft of summative assessment.

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(b) Summative assessment scheme

An essay of 1500 words structured around the learning outcomes 1,2,3. This should be a review of your knowledge and skills in this area with at least one example from practice and academia. A minimum of 10 relevant references is required.

Include an action plan for future learning in each area as an appendix using the template provided. (LOs 1,2,3).

Seen examination	N/A
Unseen examination	N/A
Coursework (no examination)	100%

Timetabled examination required	N/A
Length of exam	N/A

Module code:	**NIP1903**
Title:	**Foundations of Nursing Associate knowledge**
Credit points:	**30**
Level:	**4**
Module leader:	**Kate Wilesmith**
Accredited by:	
Module restrictions:	
(a) Pre-requisite	
(b) Programme restrictions	**Must be on the FdSc Nursing Associate Programme**
(c) Level restrictions	
(d) Other restrictions or requirements	

Aims:

This module aims to start developing the role and function of the Nursing Associate (NA) in health and illness across a range of settings. It will provide the fundamental NA knowledge required to support basic nursing assessment, support and enable people across different life spans in managing and improving physical and mental health, as well as preventing ill health. Evidence to support NA practice will be introduced to develop knowledge and understanding about the nature of NA practice, health, society and the environment.

Learning outcomes:

On completion of this module, the successful student will be able to:

1. Outline the importance of communication and understand a range of communication strategies to support patients and their families.

2. Explain the meaning of public health discussing the key drivers influencing public health policies and the public health role of the NA

3. Explain the relevance of health promotion and discuss contemporary approaches to health promotion, health improvement, illness prevention and behaviour change through the lifespan for NA practice

4. Outline factors that can impact on physical and mental health and discuss how the NA can support the RN to assess the physical and mental health needs of an individual through the lifespan including service users with learning disabilities.

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5. Explore examples of evidence-based practice in their area of NA practice

Syllabus:
- Introduction to communication
- Introduction to research and using evidence in NA practice
- What is Public Health and the relevance to NA practice. Approaches to public health, the major public and global health issues affecting society today, working in partnership to address public health concerns – key principles, drivers and influence.
- Determinants of health. Introduction to illness and behaviour. Defining health promotion and barriers to accessing health care within diverse populations.
- Introduction to the role of the NA within the nursing process and nursing assessment frameworks. Introduction to patient assessment – physical and mental health across the lifespan. Introduction to health technologies/E-health across the lifespan. Diversity in caring and wider factors influencing health – sociological, psychological, spiritual, cultural influences.

<u>**Clinical Skills**</u>
- Supporting patient assessment
- Mental Health first aid
- Supporting nutrition and hydration assessment

Learning and teaching strategy:

Our pedagogical approach is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, analysis knowledge and research informing practice). They are also designed to ensure that learners completing their programme are prepared for NA practice moving towards an increasing independent self-assessing learning approach.

Utilising an active blended learning approach teaching content of the core topics in the syllabus will be available using digital technology in the form of pod casts, narrated power point presentations, videos in advance of timetabled teaching sessions with relevant reading and pre- session work for the students on MyLearning. Knowledge and understanding of the subject matter to the area of NA practice will then be addressed in workshops using discussion, group work and quizzes.

There will be seminars that will focus on scenarios across the life span and all areas of NA practice that will address public health, health promotion and patient assessment. The cases will be based on a community "The Burroughs" which will be a neighbourhood with different families/individuals that reflects today's society with regards diversity and cultures to address the module learning outcomes.

In addition, skills labs sessions will facilitate skill development in patient assessment, taking a health history and mental health assessment.

Assessment scheme:

Formative assessment scheme

1. Concept map of essay plan and bibliography

Summative assessment scheme

Students will be expected to demonstrate achievement of the intended learning outcomes via written coursework (100%).

1. 2500 word essay (±10%) that discusses the area of NA practice and how the student incorporates communication, health promotion, and evidence to provide care to a patient with physical and mental health care needs (LOs 1,2,3,4,5)

Seen examination   NA

Unseen examination   NA

Coursework (no examination)   100%

Module code:	**NIP1902**
Title:	**Foundations of Scientific Principles for Nursing Associate Practice**
Credit points:	**15**
Level:	**4**
Module leader:	**Jess Gauvain**
Accredited by:	
Module restrictions:	

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(a) Pre-requisite
(b) Programme restrictions   **Must be on the FdSc Nursing Associate Programme**
(c) Level restrictions

Aims:
This module aims to introduce and develop students' knowledge of key scientific concepts and clinical skills essential to their role as a Nursing Associate. Key scientific principles include knowledge of body systems and homeostasis, anatomy and physiology, social and behavioural science. Clinical skills pertaining to the role of the Nursing Associate include, infection control, monitoring of physiological parameters and a range nursing procedures.

Learning outcomes:

On completion of this module, the successful student will be able to:

1. Demonstrate and apply knowledge of body systems, human anatomy and physiology, biology, homeostasis and genomics to patient care.
2. Discuss the principles of pharmacology with reference to the role of the Nursing Associate and Government Policy.
3. Demonstrate knowledge of how to carry out the safe monitoring and documentation of the core physiological parameters; blood pressure, heart rate, respiratory rate, temperature and pulse oximetry can be applied to patient care.

4. Apply the principles of appropriate hand washing technique and application of infection control principles within patient care.

Syllabus:
Learning Outcome 1

Introduction to anatomy and physiology of the cardio-vascular, respiratory, renal, digestive, integumentary, nervous and musculoskeletal systems. Outline of key elements relating to genetics. Principles of homeostasis. Social and behavioural science – Agitation, anxiety, stress and depression. Nutritional assessment, skin integrity and hygiene needs

Learning Outcome 2

Introduce the role of the Nursing Associate in safe and effective medicines management. Optimisation of medicines management in relation to local and government policy.

Learning Outcome 3

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Outline the procedure for and carry out measurements of blood pressure, respiratory rate, heartrate, temperature and urinalysis

Learning Outcome 4

The role of the Nursing Associate in the prevention of healthcare associated infections. Infectioncontrol protocols and guidelines relating to the principles of infection prevention and control. Demonstrate safe handwashing and the use of personal protective equipment. Aseptic techniqueand isolation procedures.

Learning and teaching strategy:

Our pedagogical approach is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, analysis knowledge and research informing practice). They are also designed to ensure that learners completing their programme are prepared for practice in the role of a Nursing Associate. Our pedagogical approach will therefore incorporate:

- Lecture sessions, seminars and the use of online resources (LO 1,2,3 & 4).
- Lecture sessions will facilitate discussion and reflection of key learning (LO 1,2,3 & 4)
- Online resources will provide a range of pre and post session work to further supportstudents independent learning (LO 1,2,3 & 4).
- Skills lab sessions will enable skill development of hand washing, monitoring of bloodpressure, heart rate, temperature, respiratory rate and urinalysis (LO 3 & 4).
- Embedded sessions from the Learning Enhancement Team will support the students' knowledge in relation to drug calculations (LO 2).

Assessment scheme:
Formative assessment scheme
Online practice quizzes
Interactive pre and post session activities

Summative assessment scheme
Summative 100%: A completed workbook of learning with participation demonstrated in 4 learning activities (LO 1, 2, 3 & 4)

Each assessment component must be passed.
Seen examination   N/A
Unseen examination   N/A
Coursework (no examination)   N/A

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Timetabled examination required NO
Length of exam N/A
    (c) Other restrictions or
      requirements

Module code:	**NIP1904**
Title:	**Nursing Associate Practice 1**
Credit points:	**30**
Level:	**4**
Module leader:	**Sue Fleming**
Accredited by:	
Module restrictions:	
(a) Pre-requisite	
(b) Programme restrictions	**Must be on the FdSc Nursing Associate Programme**
(c) Level restrictions	
(d) Other restrictions or requirements	

Aims:

Students will be able to demonstrate knowledge and skills in meeting the fundamental care needs of people across their lifespan, with a range of physical, mental, cognitive and behavioural health challenges. The students shall demonstrate high standards of professional conduct in line with the NMC code in all aspects of their practice and be able to carry out a range of procedures, under supervision, that are expected of them at this level, in a variety of health and social care settings.

Learning outcomes:

On completion of this module, the successful student will be able to:

1. Communicate effectively with people, carers and members of the Multidisciplinary team in a range of health and social care settings.

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2. Apply a range of core skills (including mandatory and statutory skills) that demonstrate an awareness of patient safety in nursing practice in line with local and national policies and procedures

3. Apply knowledge and understanding of the requirements of individuals in maintaining a healthy lifestyle and the promotion of health for people across the age span

4. Contribute effectively to the provision and monitoring of safe and compassionate evidence based care

5. Implement the skills allied with safe administration of medication within the legal and ethical frameworks that underpin safe and effective medicines management

Syllabus:
- Professional role of the nurse within the Multi-disciplinary team
- Verbal and non-verbal communication skills
- Positive role modelling
- Digital literacy
- Relationship management skills
- The Code – NMC 2018
- Mandatory and statutory skills
- Escalating Concerns
- Care planning using a range of patient scenarios
- Health promotion
- Caring for a range of people and their families / carers under supervision
- Professional values in the PAD reflecting 'an accountable professional'
- An introduction to medicines management and its application to practice
- Drug calculations
- Preparing and administering medicines under supervision

Learning and Teaching Strategy:
Our pedagogical approach (or signature pedagogy) is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, analysis knowledge and research informing practice). They are also designed to ensure that learners completing their programme are prepared for practice moving towards an increasing independent selfassessing learning approach.

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This will be achieved through a practice-based, student centred approach underpinned by preparation for and consolidation of practice including skills rehearsal, experiential learning and reflective practice.

Assessment scheme:
(a) Formative assessment scheme

In classroom based sessions, skills rehearsal in skills laboratories and practice settings and feedback.

An initial learning plan will help identify student needs and further learning and development needs identified at midpoint of the placement.

The first episode of care will be formatively assessed by an identified practice supervisor.

Summative Assessment Scheme
Completion of Practice Assessment Document (LO's 1-5)

Seen examination   N/A

Unseen examination   N/A

Coursework (no examination)   100%

Timetabled examination   NO **required**
Length of exam   NA

Module code:	**NIP1901**
Title:	**Foundations of professional practice for the Nursing Associate**
Credit points:	**30**
Level:	**4**
Module leader:	**Lucy Fleming**
Accredited by:	
Module restrictions:	
(a) Pre-requisite	
(b) Programme restrictions	**Must be on the FdSc Nursing Associate Programme**
(c) Level restrictions	
(d) Other restrictions or requirements	

Aims:

This module aims to provide the student with a foundation to enable the development of appropriate professional attitudes, values, knowledge, skills and conduct to be a Nursing Associate.

Learning outcomes:

On completion of this module, the successful student will be able to:

1. Summarise knowledge of the context in which their practice is set – the NHS, the Nursing and Midwifery Council (NMC), the NMC Code, professional reflection, job descriptions, local policy and procedures

2. Discuss the nature of professional practice and conduct with reference to key legal frameworks and ethical principles

3. Explain the roles, responsibilities and scope of practice of Nursing Associates within the Multi-disciplinary team

4. Explain the influence of culture and diversity on health,

5. Explore the concepts of honesty, integrity, candour ,emotional intelligence and resilience and their impact on professional judgement and decision making

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6. Recognise the need to use risk assessments to promote safety at work and in the safeguarding of patients

Syllabus:
- The role of the Nursing Associate, professional values, characteristics of professions. Explore the NMC and its role and functions, code of conduct - with professional boundaries in therapeutic relationships.
- The role of the Nursing Associate, responsibilities and professionalism. Professional scope of practice and accountability. Introduction to MDT/InterProfessional working and understanding of other professionals' roles, effective teams and barriers to team working. Enhancing transferable skills e.g. Communication and interpersonal relationships within teamwork, MDT and with families/public.
- Providing culturally congruent nursing associate care. Introduction to Laws related to health, social services and nursing associate practice, consent, confidentiality principles and good record keeping. Introduction to ethical framework and the impact on professional practice. Human Rights Act and promoting autonomy through partnership and patient/service user involvement advocacy.
- Exploring terminologies of emotional intelligence, resilience and stress. What is health and cultural perceptions of health. Introduction to health promotion, and healthy lifestyles. Promoting mental health and wellness / wellbeing.
- Exploring vulnerability in adults and children - Mental Health, Learning Disabilities, role of carers. Risk assessment and recognition of harm/abuse in vulnerable children and adults. Laws related to safeguarding and safeguarding processes in children and adults. Duty of candour and escalating concerns.

Learning and teaching strategy:
Our pedagogical approach (or signature pedagogy) is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, analysis knowledge and research informing practice). They are also designed to ensure that learners completing their programme are prepared for Nursing Associate practice.

The module consists of active blended learning that recognises differing learning styles and needs of students. A variety of level 4 learning resources will be used, including podcasts, narrated power-point presentations, subject specific professionals' videos, Service User videos / web links and signposting for both pre and post seminar sessions.

Exploration and discussion of case studies and identified online learning activities will be facilitated during seminar sessions and workshops to achieve deeper learning of the core principles and foundations of professional Nursing Associate practice as set out in learning outcomes 1-6.

Assessment scheme:

Formative assessment scheme

Submit a 500-word plan for the online poster via Turnitin.

Summative assessment scheme

Individually create an online poster – communicating the Professional nature of Nursing Associate Practice. (LOs 1-6)

Seen examination   NA

Unseen examination   NA

Coursework (no examination)   100%

Module code:	**NIP2901**
Title:	**Developing Scientific Principles for Nursing Associate Practice**
Credit points:	**30**
Level:	**5**

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Module leader: **TBC**

Accredited by:

Module restrictions:

(a) Pre-requisite

(b) Programme restrictions   **Students must be on the Fd Sc NA Programme**
(c) Level restrictions
(d) Other restrictions or
    requirements

Aims:
This module is built upon the module Foundations of Scientific Principles for Nursing Associate Practice from year 1 with a view to further develop students' knowledge of key scientific concepts and clinical skills essential to their role as a Nursing Associate

Learning outcomes:

On completion of this module, the successful student will be able to:

1. Discuss the underpinning pathophysiological process of acute and long-term illnesses, trauma and analyse the role of the Nursing Associate in caring for a patient with acute or chronic illnesses including service users with learning disabilities.

2. Analyse the principles of drug administration and medicines management and critique the role of the Nursing Associate in the context of pharmacological therapy, encompassing national, legislative, professional and local policies.

3. Appraise and justify the role of the Nursing Associate in the assessment and management of an acutely ill patient outlining key nursing priorities and utilising digital innovated technologies.

4. Discuss the theory of stress and its contributed to illness and long-term complex physical and mental health.

5. Critique the concept of death and dying, outlining the priorities of care.

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Syllabus:

- Pathophysiology of acute and long-term conditions (respiratory, cardiac, neuro, genomics and endocrine illness), process of healing and dying. Different types of trauma and management.
- Pharmacodynamics / pharmacokinetics and the principles of drug administration, monitoring, side effects, adverse effects, first pass metabolism and allergies. Practice drug calculations. Routes of administration.
- Assessment of acute and long-term patients. Differentiating the priorities of care, goals and interventions. The deteriorating patient and escalating concerns. Use of digital advances. Role of the MDT and care planning.
- Developing stress and its impact on physical and mental health. Long-term impact on health and social well-being. Link to lifestyle issues (hypertension / obesity). Deteriorated in relation to mental health and vulnerability. Impact of Government policy and Health provision.
- End of life care and management. Disease progression. Person centred care and MDT involvement.

Learning and teaching strategy:

Our pedagogical approach is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, analysis knowledge and research informing practice). They are also designed to ensure that learners completing their programme are prepared for practice in the role of a Nursing Associate. Our pedagogical approach will therefore incorporate:

- Lecture sessions, seminars and the use of online resources
- Lecture sessions will facilitate discussion and reflection of key learning.
- Online resources will provide a range of pre and post session work to further support students independent learning.
- Skills lab will enable skill development of hand washing, monitoring of blood pressure, heart rate, temperature, respiratory rate and urinalysis.
- Embedded sessions from the Learning Enhancement Team will support the students' knowledge in relation to drug calculations.

Assessment scheme:

Formative assessment scheme

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- In class concept map and discussion on how to critique literature in preparation for the summative essay
- 500-word formative essay plan
- Practice pharmacology questions
- Online practice drug calculation test

Summative assessment scheme

- 100% - Patient Scenario Essay 2500 words plus a short answer paper on pharmacology related to scenario. Students will be asked to choose one of a number of possible patient scenarios. Each scenario will have associated paperwork related to the patient's case. Students will be asked to identify the priorities of care for their chosen patient, and how they would plan and implement care as a Nursing Associate. They will also have to complete a short answer paper on relevant pharmacology. Students must answer the questions and submit this paper with the essay (LO 1,2,3,4 & 5).

- Online drug calculation exam (100% pass mark, no weighting as essential component for the programme to meet NMC requirements) LO 2
- **Each component of the assessment must be passed. If a component is not passed, the student has a re-assessment opportunity at that part of the assessment.**

Seen examination	N/A %
Unseen examination	N/A %
Coursework (no examination)	100%
Timetabled examination required	Yes – Online drug calculations exam
Length of exam	30 mins

Module code:	**NIP2902**
Title:	**Team leadership and supporting learning in practice**
Credit points:	**30**
Level:	**5**
Module leader:	**TBC**
Accredited by:	
Module restrictions:	**Students must be on the Fd Sc NA Programme**
(a) Pre-requisite	
(b) Programme restrictions	
(c) Level restrictions	
(d) Other restrictions or	

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requirements

Aims:

This module aims to enhance existing knowledge and skills to enable the student to communicate effectively across and within health and social care services. The student will develop the appropriate level of competencies within leadership, teamwork, promoting digital capabilities and supporting learning and assessment in practice, in order to have a positive impact on quality and service improvement.

Learning outcomes:

On completion of this module, the successful student will be able to:

1. Apply the principles underpinning team-working to the provision of safe patient care.
2. Explain the principles underpinning leadership and how these are important in the provision of safe patient care within the parameters of the Nursing Associate role.
3. Demonstrate a positive attitude towards and encourage digital literacy capabilities in the workplace.
4. Discuss the principles of quality and service improvement within healthcare practice.
5. Demonstrate skills, attitude and behaviour in supporting the development of self and others including the contribution to assessment and supervision of learners in practice.

Syllabus:

- Development of team-working skills including negotiating, delegation and management skills within the interdisciplinary team
- Understanding changes to service delivery including the NHS 5 year forward view and its update, and the Leading Change Adding Value Framework
- Underpinning leadership models and principles, to include NHS Leadership Framework and Healthcare Leadership Model.
- Development of leadership skills within the interdisciplinary team
- Develop skills, attitudes and behaviours that utilise and promote digital technologies to improve outcomes, improve safety and provide more efficient and effective care.

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- Utilising clinical governance in promoting nursing practice and standards of healthcare

- Application of change models, NHS Change Model, Lewin's Change Management Model

- Consider and propose examples of service improvement

- Development of self and others and building therapeutic relationships.

- Application of knowledge using effective strategies in teaching, supporting roles in practice

Learning and teaching strategy:

The learning and teaching strategy within the module reflect the programme as a whole and as such will facilitate good 'sign-posting' for students within each session. This will ensure the students are able to make links to and build on the modules within year 1, and also other modules currently being studied to avoid the module being seen in isolation.

The module will utilise a range of digital technologies to enhance the students' familiarity with such approaches and also ensure the module is both accessible and inclusive. It will support the student's ability to develop their role in building a culture that is engaging with digital literacy.

Lecture sessions will be used to cover new concepts and present national and professional guidance and policy frameworks. (LOs 1,2,3,4,5)

Classroom based sessions will allow discussion to enhance understanding and application of the concepts to practice. (LOs 1,2,3,4,5)

Online resources will provide pre and post session materials in order to facilitate further exploration of subject material and expose students to a service improvement initiatives practice. (LO 1,2,3,4,5)

Assessment scheme:

Formative assessment scheme

Presentation of plan for summative poster assessment with peer and teacher feedback to enable development of summative assessment

Summative assessment scheme

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Poster Presentation 100%

A 30 minute individual Poster Presentation outlining either your involvement with or proposal for a service improvement change within your practice and how digital technology supported this service improvement change. Identify national frameworks or local drivers that influenced your service improvement change. (LOs 1,2,3,4).

As part of this students will be asked to reflect on their development of skills, attitudes and behaviours from the module including how they can use this in their future practice contributing towards supporting and assessing learners in practice (LO5). This question will be provided to the student in advance, and will be asked after the poster presentation and related questions.

Seen examination   N/A

Unseen examination   N/A

Coursework (no examination)
Module code: **NIP2900**
Title: **Developing professional Nursing Associate practice**
Credit points: **30**
Level: **5**
Module leader: **TBC**
Accredited by:
Module restrictions:
(a) Pre-requisite
(b) Programme restrictions   **Students must be on the Fd Sc NA Programme**
(c) Level restrictions
(d) Other restrictions or
      requirements

Aims:
The module aims to enable students to develop their professional knowledge in Nursing Associate practice. They will be facilitated to build on theoretical knowledge to enhance clinical and professional judgements with awareness/sensitivity applicable to the wider perspective of health and social care economies.

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Learning outcomes:

On completion of this module, the successful student will be able to:

1. Identify Nursing Associate professional values, responsibilities and accountability supporting colleagues with decision making to support individuals' autonomy and dignity

2. Discuss safe culturally congruent care in relation to moral, ethical, legal, policies and professional standards using current evidence

3. Articulate the role of the Nursing Associate within the MDT

4. Compare and contrast how legal frameworks, local and national policies identify vulnerable patients within health and social care environments to prevent risks of harm to safeguard them

5. Demonstrate knowledge of assessing audit research findings and using appropriate evidence to inform Nursing Associate practice.

6. Critically reflect on their own professional development

Syllabus:
*   Culturally competent care, ethical and legal principles.
*   Development and analysis of assertive interpersonal communication skills and confidence. Patient advocate and role within the MDT. Knowledge and application of local and national policies. Professional ambassador.
*   Political awareness and defence / activism. Policy making and mechanisms. Health and social care economics. Multiple factor resource analysis and impact on patients and services.
*   Using evidence-based practice as a Nursing Associate
*   Application of local and national risk assessment frameworks. Safeguarding vulnerable and at-risk children and adults to include staff.
*   Reflective models, theory and analysis for appropriate application. Self-awareness, resilience, self-wellbeing and management.

Learning and Teaching Strategy:

Our pedagogical approach (or signature pedagogy) is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, analysis knowledge and research

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informing practice). They are also designed to ensure that learners completing their programme are prepared for nursing associate practice.

There is clear signposting for students within each session to ensure students are making the links from Foundations of Nursing Associate practice. In addition, relation between other current level 5 modules are identified so that students have a wider perspective of the programme.

The learning and teaching strategy within the module build on the blended learning and delivery mode at level 4 maintaining consistency for students. Teaching content of the core topics in the syllabus will be available on line as podcasts, narrated power-point presentations, subject specific professionals' videos, Service User videos / web links, evidence-based learning frameworks and licensed survey tools.

The subject matter will then be applied to Nursing Associate practice in seminars and workshops. Students will analyse NMC and Trust/Service User produced case scenarios, problem solve, work in small groups undertaking team building activities, do group presentations complete self-awareness/resilience quizzes and participate in structured political debates. Post seminar online activities are designed to draw key points and concepts together so that students demonstrate comprehension through summary, report writing and use of a structured discussion board.

In order to develop and enhance analytical writing skills and comprehension, throughout the module students will attend timetabled academic literacy and writing sessions facilitated by the Learning Enhancement Team. Further support will be provided through seminar tutorials.

Assessment scheme:

Formative assessment scheme
Essay plan for selected essay question 600 words submitted via Turnitin.
To provide a 600-word outline plan of the chosen essay question for the summative assignment. The plan will include references and should have a bibliography attached.

Summative assessment scheme
To select one question from a set of questions provided and write an essay of 2,500 words (+/- 10%) which must be applied to the area of nursing associate practice in which the student is working. (LOs 1-6)

Seen examination   NA
Unseen examination   NA

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Coursework (no examination)	100%

Timetabled examination required	NO

Length of exam	NA

Module code:	**NIP2903**
Title:	**Nursing Associate Practice 2**
Credit points:	**30**
Level:	**5**
Module leader:	**TBC**
Accredited by:	
Module restrictions:	
(a) Pre-requisite	
(b) Programme restrictions	**Students must be on the Fd Sc NA Programme**
(c) Level restrictions	
(d) Other restrictions or requirements	

Aims:

Students will demonstrate the relevant knowledge and skills to meet more complex care needs of people across the lifespan with a range of physical, mental, cognitive and behavioural health challenges, across a range health and social care settings in line with the new standards of proficiency. The students will be expected to demonstrate increasing independence whilst maintaining high standards of professional conduct in line with the NMC Code, showing awareness of the implications of the Code for self and others.

Learning outcomes:

On completion of this module, the successful student will be able to:

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1. Communicate effectively in building relationships with people, carers and members of the MDT in the delivery of person centred evidenced based care in increasingly complex situations

2. Accurately undertake and evaluate risk assessments using varying assessment and improvement tools to ensure the safety of people receiving care

3. Demonstrate a collaborative approach the provision and monitoring of care and documentation of person centred evidenced based care in an increasingly confident manner that consistently promotes health and well-being

4. Reflect on and apply the knowledge and skills required to deliver safe and effective care in more complex situations

5. Apply and implement the skills allied with safe administration of medication within the legal and ethical frameworks that underpin safe and effective medicines management.

Syllabus:
- Communication skills
- Relationship management
- Digital literacy
- Approaches to therapeutic interventions
- Risk assessment tool
- Quality improvement tools
- Escalating Concerns
- Caring for people with a range of conditions in a variety of health and social care settings
- Range of mandatory and statutory skills
- Safe and effective administration of medicines
- Understanding of legal and ethical frameworks underpinning g medicines management

Learning and teaching strategy:
Our pedagogical approach (or signature pedagogy) is to offer a range of teaching and learning experiences to enable both surface learning when applicable (concrete skills, tasks) moving towards deeper learning (reflection, analysis knowledge and research informing practice). They are also designed to ensure that learners completing their programme are prepared for practice moving towards an increasing independent selfassessing learning approach.

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This will be achieved through a practice-based, student centred approach underpinned by preparation for and consolidation of practice including skills rehearsal, experiential learning and critical reflection on practice.

Student learning and assessment in practice will be supported by an identified practice supervisor, practice assessor and academic assessor in line with the NMC Standards for student supervision and assessment.

Assessment scheme:
(a) Formative assessment scheme
In classroom based sessions, skills rehearsal in skills laboratories and practice settings and feedback.

Assessment of communication and relationship management skills.

An initial learning plan will help identify student needs and further learning and development needs identified at midpoint of the placement.

(b) Summative assessment scheme

Completion of Practice Assessment Document (LO's 1-5).

Seen examination   No

Unseen examination   No

Coursework (no examination)   100%

Timetabled examination   NO **required**

Length of exam   NA

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