

## Diploma in Higher Education Nursing Associate Programme Specification

<b>1. Programme title</b>	Diploma in Higher Education Nursing Associate
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	
<b>5. Final qualification</b>	Diploma in Higher Education Nursing Associate
<b>6. Year of validation</b> <b>Year of amendment</b>	2017
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full time

<b>9. Criteria for admission to the programme</b>
<p>Experience of working in health care setting</p> <p>Equivalent of 5 GCSE's at grades A – C, including Maths and English or equivalent e.g. NVQ Level 2 in Health and Social care</p> <p>Employed status with a Trust / Organisation who is able to second and support the student</p> <p>Successful interview based on values based recruitment, including numeracy and literacy test</p>
<b>10. Aims of the programme</b>
<p>The programme aims to provide students with the experience, knowledge and skills to achieve the Nursing Associate qualification. 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 Case</p>

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..

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

The principles underpinning leadership, team-working skills and demonstrate these as a NA (HEE domain 7)

Effective communication and interpersonal skills that promote clarity, compassion, empathy, respect and trust (HEE D 4)

Professional, ethical and legal values and parameters of practice as a NA (HEE domain 1)

### Teaching/learning methods

Students gain knowledge and understanding through seminar group work, practice placements, lectures, tutorials, e-learning, support from academic staff and guided independent study.

The learner is encouraged to develop a deep approach to learning through modules that encourage independent activities alongside taught components. This approach assists with a broadening of knowledge and an understanding of subject matter.

### Assessment methods

Students' knowledge and understanding is assessed by a range of formative and summative assessment methods, to ensure understanding as specified in each module LUN. All learning outcomes in a module are assessed and the mode of assessment is specified and mapped against each outcome.

### B. Cognitive (thinking) skills

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

### Teaching/learning methods

Students learn cognitive skills through problem solving, reflection and role

<p>Critically reflect on theory and practice related to the role of the NA (HEE domain 1)</p> <p>Demonstrate the importance of research and innovation, and their role in this as a NA (HEE domain 8)</p> <p>Demonstrate awareness of the context of rising public expectations of healthcare and their role in improving the quality of patient care and safety (HEE domain 8)</p> <p>Articulate the argument for a holistic approach to care provision (HEE domain 2)</p> <p>Exercise the skills attitudes and behaviours that support their own development as life-long learners and the development of others (HEE domain 6)</p>	<p>modelling individually and in groups, both in the practice environment and in the University. Learning to apply knowledge and skills to practice is facilitated via discussion, scenarios and placement learning.</p> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed formatively and summatively using a variety of methods including: presentations, essay writing, log reports, an exam and practice assessment.</p>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <p>Demonstrate caring, compassion and empathy whilst planning, delivering and evaluating person centred care (HEE domain 2)</p> <p>Deliver care consistent with duty of care, equality and diversity, and the need for candour in a range of settings (HEE domain 5)</p> <p>Practice safe and competent care as a NA across boundaries in a range of health and care settings (HEE domain 3)</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through placement learning in collaboration with clinical supervisors / mentors. Role modelling plays a significant part in the student's skills development. A Hub and Spoke model is used to ensure the student has a range of experiences across healthcare settings.</p> <p>Skills sessions will be taught and rehearsed throughout the programme in skill labs and in the clinical environment.</p> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed formatively and summatively. Methods of assessment include the use of a Practice Assessment Document (PAD) to support learning and assessment of required competencies in practice. This comprises professional values, episodes of care and essential skills.</p>

<p><b>D. Graduate skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <p>Communicate effectively with patients and colleagues as a NA in a range of healthcare settings (HEE domain 4)</p> <p>Work effectively as a NA in teams across range of healthcare settings, demonstrating leadership competencies (HEE domain 7)</p> <p>Demonstrate strategies for learning as a life-long learner (HEE domain 6)</p> <p>Demonstrate effective practice as a NA using numeracy and digital literacy skills (HEE domain 3)</p>	<p><b>Teaching/learning methods</b></p> <p>Students acquire graduate and transferable skills through personal development planning to ensure these skills are met at the end of the programme. These skills are embedded in the modules across the programme, and applied and developed in clinical practice.</p> <p><b>Assessment methods</b></p> <p>Students' graduate transferable skills are assessed formatively and summatively. Methods include: written review of development of skills, reflective writing, practice assessment, an exam, poster presentation and essays.</p>
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**12. Programme structure (levels, modules, credits and progression requirements)**

**12. 1 Overall structure of the programme**

<b>Year 1</b>				
NIP 1013	NIP 1008	NIP 1014	NIP 1015	NIP 1016
Study skills and personal development	Essential skills for health care practice	Foundations for health care practice	Foundations for field of health care practice	Health care practice 1
15c Level 4	15c Level 4	30c Level 4	30c Level 4	30c Level 4
<b>Year 2</b>				

NIP 2106 Delivering care across boundaries  30C Level 5	NIP 2017 Developing the Nursing Associate role in practice  30c Level 5	NIP 2108 Team Leadership and Learning  30c level 5	NIP 2109 Health Care Practice as a Nursing Associate 2  30c level 5
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## 12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

### Level 4 (1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
NIP 1008 Essential skills for health care practice	There are no optional modules	A pass grade is required
NIP 1013 Study skills and personal development		A pass grade is required
NIP 1014 Foundations for health care practice		A pass grade is required
NIP 1015 Foundations for field of health care practice		A pass grade is required
NIP 1016 Health care practice 1		A pass grade is required

### Level 5 (2)

NIP 2106 Delivering care across boundaries	There are no optional modules	
NIP 2107 Developing the Nursing Associate role in practice		
NIP 2108 Team Leadership and Learning		
NIP 2109 Health Care Practice as a Nursing Associate 2		

<b>12.3 Non-compensatable modules</b> (note statement in 12.2 regarding FHEQ levels)	
<b>Module level</b>	<b>Module code</b>
As above, all modules are non-compensatable due to HEE requirements	
Level 4	NIP1015, NIP1008, NIP1014, NIP 1013, NIP 1016
Level 5	NIP 2106, NIP 2107, NIP 2108, NIP 2109
<b>13. Curriculum map</b>	
See attached.	
<b>14. Information about assessment regulations</b>	
<p><b>Assessment regulations follow Middlesex University's Academic Regulations. In addition:</b></p> <p>Module handbooks specify the assessment requirements for that module and provide assessment guidance, submission date, time and route, and re-submission date, time and route.</p> <p>Practice modules will be graded a 'Y' (un-graded pass). Failure will be graded a 19, non-submission will be graded a 20.</p> <p>Automatic deferral is not permitted for students on this programme</p> <p>Students on this programme will not be able to retake any failed module at their own expense.</p> <p>Students must meet the attendance requirements of the programme which is 75% of the theory modules and all required hours in placement modules. Students</p>	

accumulating sickness or absence exceeding 10 days per year may be discontinued or deferred.

No compensation of a failed module is permissible.

Students must achieve a pass grade for all the modules within the programme, to progress to the subsequent year.

#### **15. Placement opportunities, requirements and support (if applicable)**

A range of placement opportunities will be provided, both within the student's primary placement and in additional scheduled spoke placements. There will be four x two week spoke placements in each year of the programme to ensure that students gain experiences in the three settings identified within the NA curriculum framework, i.e. 'in hospital', 'close to home' and 'at home'.

Preparation for each period of placement and additional resources to provide guidance and support will be provided.

During each period of practice (hub and spoke) students are allocated a mentor/supervisor responsible for the student assessment and learning and specific preparation for this role will be provided, either through attendance at mentor updates or locally via the university link lecturer.

Students will be encouraged to evaluate their experience on a regular basis and be made aware of the process to escalate concerns if needed.

#### **16. Future careers (if applicable)**

On successful completion of the programme students will become Nursing Associates.

On successful completion of the Dip HE NA programme students will also be eligible to apply to enter the BSc Nursing programme via an APL route. In order to meet current Nursing and Midwifery Council Standards (NMC 2010) students can APL a maximum of 50% of the programme, therefore they would be able to complete the BSc Nursing within 18 months of enrolling and achieve 50% of the programme credits (180 credits) within it (60 credits at level 5 and 120 credits at level 6).

In addition the Nursing and Midwifery Council (NMC) have begun the process to regulate the Nursing Associate role and will develop and publish education standards for future programmes. The NMC have stated that they will be advising HEIs delivering the pilot programmes that they will develop a process by which students successfully completing the Nursing Associate pilot programmes will be able to apply to join the register

#### **17. Particular support for learning (if applicable)**

Students have a range of embedded support sessions within both years of the programme, starting with study skills acknowledging that for many students this is their first experience of university, and first study for some time. Academic writing, numeracy

and Personal and Professional development Tutor sessions are planned throughout the 2 years as well as all module classes.

<b>18. JACS code (or other relevant coding system)</b>	B790
<b>19. Relevant QAA subject benchmark group(s)</b>	Healthcare programmes - Nursing
<b>20. Reference points</b>	
<p>Department of Health (2010) Equity and excellence: Liberating the NHS</p> <p>Health Education England (2015) Raising the Bar: Shape of Caring: A Review of the Future Education and Training of Registered Nurses and Care Assistants.</p> <p>Health Education England (2016) The Nursing Associate Curriculum Framework</p> <p>Middlesex University Regulations (2016/17), London, MU</p> <p>Middlesex University (2016/17) Learning and Quality Enhancement Handbook, London, MU</p> <p>Quality Assurance Agency (2014) UK Quality Code for Higher Education</p> <p>University Student Charter</p>	
<b>21. Other information</b>	

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.



**Curriculum map for Diploma in Higher Education Nursing Associate (NA)** 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;**

<b>Knowledge and understanding; On completion of this programme the successful student will have knowledge of:</b>		<b>Practical skills; On completion of this programme the successful student will be able to:</b>	
A1	The principles underpinning leadership, team-working skills and demonstrate these as a NA (HEE domain 7)	C1	Demonstrate caring, compassion and empathy whilst planning, delivering and evaluating person centred care (HEE domain 2)
A2	Effective communication and inter-personal skills that promote clarity, compassion, empathy, respect and trust (HEE D 4)	C2	Deliver care consistent with duty of care, equality and diversity, and the need for candour in a range of settings (HEE domain 5)
A3	Professional, ethical and legal values and parameters of practice as a NA (HEE domain 1 and 3)	C3	Practice safe and culturally competent care as a NA across boundaries in a range of health & care settings (HEE domain3)
<b>Cognitive skills; On completion of this programme the successful student will be able to:</b>		<b>Graduate Skills; On completion of this programme the successful student will be able to:</b>	
B1	Critically reflect on theory and practice related to the role of the NA (HEE domain 1)	D1	Communicate effectively with patients and colleagues as a NA in a range of healthcare settings (HEE domain 4)
B2	Demonstrate the importance of research and innovation, and their role in this as a NA (HEE domain 8)	D2	Work effectively as a NA in teams across range of healthcare settings, demonstrating leadership competencies (HEE domain 7)
B3	Demonstrate awareness of the context of rising public expectations of healthcare and their role in improving the quality of patient care and safety (HEE domain 8)	D3	Demonstrate strategies for learning as a life-long learner (HEE domain 6)
B4	Articulate the argument for a holistic approach to care provision (HEE domain 2)	D4	Demonstrate effective practice as a NA using numeracy and digital literacy skills (HEE domain 3)
B5	Exercise the skills attitudes and behaviours that support their own development as life-long learners and the development of others (HEE domain 6)	D5	

Programme outcomes																									
A1	A2	A3					B1	B2	B3	B4	B5		C1	C2	C3				D1	D2	D3				
Highest level achieved by all graduates																									
5	5	5					5	5	5	5	5		5	5	5				5	5	5				

Module Title	Module Code by Level																								
		A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4									
<b>YEAR 1</b>																									
Study skills and personal development	NIP 1013		√			√													√		√		√		
Foundations for Health Care Practice	NIP 1014		√	√	√	√													√		√				
Essential Skills for Health Care Practice	NIP 1008										√									√			√		
Foundations for Field of Health Care Practice	NIP 1015	√	√								√			√					√	√					
Health Care Practice 1	NIP 1016	√												√	√	√									√
<b>YEAR 2</b>																									
Delivering care across boundaries	NIP 2106		√	√	√	√					√			√					√		√		√		√
Developing the Nursing Associate in practice	NIP 2107			√	√	√					√											√		√	
Team Leadership and Learning	NIP 2108	√								√		√								√	√				
Health Care Practice as a Nursing Associate 2	NIP 2109										√	√	√	√	√	√	√	√	√	√					√