**University of Huddersfield**

**Programme Specification**

## This document does not form part of the Nursing Associate contract

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| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution**  | University of Huddersfield |
| **3.** | **School and Department** | School of Human and Health SciencesDepartment of Nursing and Midwifery |
| **4.** | **Course accredited by** | Nursing and Midwifery Council (NMC)  |
| **5.** | **Mode of Delivery** | Full time |
| **6.** | **Final Award** | Foundation Degree  |
| **7.** | **Course Title** | Nursing Associate  |
| **8.** | **UCAS Code** | H043 |
| **9.** | **Subject benchmark statement** | The Framework for Higher Education Quality in England, Wales and Northern Ireland (Quality Assurance Agency (QAA) 2008)Quality code for Higher Education: Securing and Maintaining Academic Standards (QAA 2014)Nursing and Midwifery Council (2018a) Standardsframework for nursing and midwifery education.Nursing and Midwifery Council (2018b) Standardsfor student supervision and assessment.NMC (2018c) Standards for pre-registration nursing associate programmes.NMC (2018d) Standards for proficiency for nursing Associates.  |
| **10.** | **Date of Programme Specification Approval** | April 2020 |

**11. Educational Aims of the Course**

11.1 The Nursing Associate is a highly trained support role to deliver high quality, holistic, person-centred safe, and effective nursing care in and across a wide range of health and care settings.

11.2. The course is delivered over 2 years and aims to produce healthcare professionals who can address the gap between healthcare assistants and registered nurses in care delivery, as identified by the Shape of Caring Review (Willis, 2015). It has been identified as a nursing workforce need with our local healthcare providers. We anticipate that we will continue with 2 intakes per year.

11.3 The Nursing and Midwifery Council (NMC) are required to approve any courses delivered after July 2019. Once qualified, Nursing Associates will be registered and regulated by the NMC. The course is intended as a standalone qualification at Level 5 but will form the basis for further lifelong study and progression into higher-level qualifications such as Registered Nurse, including our BSc (Hons) Nursing programme or Degree Nurse Apprenticeship programme (subject to Accreditation of Prior Learning (APL). Registered Nursing Associates with a Foundation Degree are able to APL 50% towards the BSc (Hons) Nursing or Degree Nurse Apprenticeship Course, which will include provision to achieve the requirements for in depth field specific knowledge and experience.

11.4 Registered Nursing Associates on the course will develop the technical, intellectual and inter-personal skills necessary to support the registered nurse and engage actively and competently in multi-disciplinary, inter-agency care delivery. However, the registered nurse will retain responsibility as primary assessor, planner and evaluator of care.

11.5 This programme reflects The Framework for Higher Education in England, Wales and Northern Ireland (The Quality Assurance Agency for Higher Education 2008)

11.6 This qualification is recognised across the UK and this course is available to international trainees.

11.7 The main aims of the course are to:

1. Provide supportive learning opportunities for Trainee Nursing Associates which will ensure they can achieve the NMC Nursing Associate Standards and proficiencies and successfully complete the Foundation Degree in order to practice as a Nursing Associate. The NMC standards which apply to Trainee Nursing Associates comprise of 4 sets of standards; NMC (2018a) Standards framework for nursing and midwifery education; NMC (2018b) Standards for student supervision and assessment; NMC (2018c) Standards for pre-registration nursing associate programmes. NMC (2018d) Standards for proficiency for nursing Associates.
2. Develop Trainee Nursing Associates with the knowledge, skills, attitudes and behaviours to enable them to work independently, within defined parameters of practice, under the direction of a registered nurse, to deliver care in line with an agreed/defined plan of care.
3. Encourage and support Trainee Nursing Associates in their development of knowledge, skills and reflection to inform personal and professional development in order to foster a commitment to life-long learning.
4. Provide a supportive learning environment for Nursing Associates to develop communication and other interpersonal skills relevant to their role not only as healthcare providers, but as professional role models and facilitators of learning for others.
5. Encourage and support Trainee Nursing Associates to develop the ability to apply the principles of safe and effective care across the lifespan and across the range of settings.

**12. Intended Learning Outcomes**

The learning outcomes have been developed in line with the following:

University of Huddersfield Regulations for Award of Foundation Degree (UoH, 2017)

The Framework for Higher Education Quality in England, Wales and Northern Ireland (Quality Assurance Agency (QAA) 2008)

Quality code for Higher Education: Securing and Maintaining Academic Standards (QAA 2014)

Nursing and Midwifery Council (2018a) Standards framework for nursing and midwifery education.

Nursing and Midwifery Council (2018b) Standards for student supervision and assessment.

Nursing and Midwifery Council (2018c) Standards for pre-registration nursing associate programmes.

Nursing and Midwifery Council (2018d) Standards for proficiency for nursing Associates

**12.1 Knowledge and Understanding**

On completion of the course, Trainee Nursing Associates will be able to:

**Knowledge and understanding**

1. Demonstrate knowledge and critical understanding of the NMC code and own personal responsibility in relation to safe care provision.
2. Understand the limits of the role, when to escalate concerns and how to seek support.
3. Apply knowledge of professional values and anti-discriminatory behaviour to all care interactions.
4. Apply person centred approaches to the assessment, planning, delivery and evaluation of care for individuals with physical, mental health and cognitive care needs across the life span.
5. Understand the structures and functions of the human body across the lifespan, and how these impacts on the individual’s experience and changing care needs.
6. Understand the principles of epidemiology and the factors that lead to inequalities in health.
7. Demonstrate knowledge and critical understanding of safe and effective medicines management.
8. Understand and apply the underlying concepts and principles of evidence to support care decisions.
9. Demonstrate knowledge and critical understanding of effective communication to support collaborative working with other healthcare professionals, patients and their families, within data protection and data management policies and legislation.
10. Critically understand the Nursing Associate role in safeguarding the public and in ensuring unsafe care is managed within the scope of duty of care.

**Intellectual / cognitive skills**

1. Evaluate published literature to determine how it underpins nursing associate practice.
2. Evaluate the nature and complexity of how nursing associate care is delivered within the National Health Service, private and voluntary organisations, in a range of settings.
3. Generate and assemble the skills to take responsibility for their own personal development planning (PDP), learning and continuing professional development through working independently and become skilled in reflective practice to review their own academic and clinical work to become life-long learners.

**Skills and other attributes (Practical)**

1. Effectively and independently deliver safe evidence based care (within an agreed plan) in a range of settings and across the lifespan.
2. Demonstrate compassionate, person centred care, in collaboration with other healthcare professionals, individuals and their families.
3. Reflect on and evaluate the limits of their own scope of practice, working with others and referring to appropriate healthcare professional where appropriate.
4. Safely demonstrate evidence based practice and skills as stated in Annexe A and Annexe B- (NMC, 2018).

**Transferable/Key Skills**

1. Apply skills for lifelong learning to maintain own personal and professional health and development.
2. Apply teaching and learning skills in order to support others in their learning.
3. Effectively communicate care information to a range of audiences, including individuals, their families and other healthcare professions, to promote health and ensure care needs are met.
4. Use a range of reflective and evaluative skills to problem solve and formulate decisions, whilst working within the boundaries of the role.
5. Demonstrate personal commitment to operating within national and local ethical, legal and governance requirements.
6. Engage with the use of technology for enhancing care.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

13.1 **Course structure and requirements**

The Foundation Degree Nursing Associate course is a full time 2 year undergraduate course consisting of Foundation (year 1) and Intermediate (year 2) level study at FHEQ levels 4 and 5 respectively, which is in keeping with the Framework for Higher Education in England, Wales and Northern Ireland (QAA, 2008). The course is designed to be progressively demanding between levels. Once qualified, Nursing Associates will be eligible to apply for registration with theNursing and Midwifery Council.

13.2 Trainee Nursing Associates must experience placements that enable them to experience the lifespan and range of physical, cognitive and mental health care needs. Clinical practice is a vital component to the course. Practice learning extends throughout the course, building from foundation level modules to intermediate modules level. Integration of theory and practice is strengthened by practice learning being integrated with University based learning and practice simulation. Theory practice modules in each year include simulation. During practice learning, Trainee Nursing Associates work alongside practice supervisors and practice assessors in order to learn and undertake assessment of practice. In support of practice learning; clinical skills sessions, classroom-based learning and the use of simulated patients enables Trainee Nursing Associates to practise skills in a safe and controlled environment. All Trainee Nursing Associates will encounter a range of practice learning opportunities in a range of settings and will experience 24 hour and 7 day care.

13.3 All practice modules are assessed as either Pass or Fail (Pro Vice Chancellor exemption from pass/refer option) and consist of 3 placements each year. Any indication that the trainee Nursing Associate is not achieving the required level will be discussed with the trainee and Personal Academic Tutor and an action plan developed to be implemented and assessed over an agreed period with the placement. Summative assessment takes place at the end of each placement by a practice supervisors, assessor and academic assessors.

13.4 To meet the requirements for professional registration, Trainee Nursing Associates must complete 2300 hours of protected learning time (NMC, 2018e).

**The NMC have provided options for protected learning time for TNA’s**

Option A: nursing associate students are supernumerary when they are learning in practice

Option B:nursing associate students who are on work-placed learning routes:

• are released for at least 20 percent of the programme for academic study

• are released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

• protected learning time must be assured for the remainder of the required programme hours.

Examples of protected learning include:

* providing and facilitating opportunities for students to practise skills
* sharing knowledge with the student and effectively demonstrating how to put that knowledge into practice safely
* observing students
* giving constructive feedback on student performance
* empowering students to take advantage of available resources, learning and CPD opportunities
* delegating learning opportunities to other practice supervisors and anyone else who may suitably enable learning
* enabling students to follow a patient pathway across settings
* supporting students to reflect on learning
* supernumerary time. (NMC, 2018e)

We have opted for Option A as TNA candidates are full time students and as such are supernumerary at all times when they are learning in practice.

**The course consists of:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Practice** | **Theory**  | **Total** |
| Year 1 | 577.5 | 577.5 | 1155 |
| Year 2 | 615 | 615 | 1230 |
| Total | 1192.5 | 1192.5 | 2385 |

Each year also has 10 week’s annual leave in line with all other pre-registration nursing fee paying courses.

See Appendix 5 for programme plan. The programme plan outlines the requirements of the course in terms of opportunity for and achievement of theory and practice hours. Theory hours are monitored through the attendance monitoring process in university and Trainee Nursing Associates and Personal Academic Tutors are alerted when theory hours are below the threshold. In placement areas, clinical hours are recorded and signed by practice supervisors and practice assessors and checked by Academic assessors or Personal Academic tutors after each placement. Course assistants monitor clinical practice hours and alert Trainee Nursing Associates and Personal Academic Tutors when practice hours are below the threshold.

13.5Trainee Nursing Associates must meet all assessment requirements in both theory and practice. Successful completion of the Nursing Associate course will enable Trainee Nursing Associates to gain a Foundation Degree and eligibility to apply for entry to the Nursing and Midwifery Council Register for the Nursing Associate (only applicable in England).

13.6 The course consists of a combination of 20, 30 and 40 credit compulsory modules. Trainee Nursing Associates will undertake a total of 120 credits in each of the two years. For theory based modules, Trainee Nursing Associates are expected to attend all University–based sessions. This is monitored in accordance with University attendance procedures and local employment policies. Attendance in practice is also recorded and verified in the Nursing Associate practice assessment document Absence will be monitored and discussed at personal academic tutor meetings.

13.7The following modules deliver the theory and practice content of the course. The tables below demonstrate how the course meets University requirement for credit rating for the academic award.

**All modules are compulsory and condonement is not permitted on this course.**

|  |
| --- |
| **Year 1** |
| **Module Code** | **Modules** | **Theory/****Practice** | **Credits** | **Level** |
| HFA1008 | Learning to Learn  | Theory | 20 | Foundation (4) |
| HFA1009 | Foundations for Nursing Associates 1 (  | Theory | 30 | Foundation (4) |
| HFA1010 | Foundations for Nursing Associates 2 ( | Theory/Practice | 30\* | Foundation (4) |
| HFA1011 | Nursing Associate Practice 1  | Practice | 40 | Foundation (4) |
|  | **Total Credits** |  | 120 |  |

\*20 credits practice/10 credits theory

|  |
| --- |
| **Year 2** |
| **Module Code** | **Modules** | **Theory/****Practice** | **Credits** | **Level** |
| HIA2008 | Research for Nursing Associates  | Theory | 20 | Intermediate (5) |
| HIA2009 | Nursing Associate Concepts and Care Approaches  | Theory/Practice | 40\* | Intermediate (5) |
| HIA2010 | Professional Development for Nursing Associates | Theory | 20 | Intermediate (5) |
| HIA2011 | Nursing Associate Practice 2 | Practice | 40 | Intermediate (5) |
|  | **Total Credits** |  | 120 |  |

\*20 credits practice/20 credits theory

13.8 **Foundation modules, Year 1, Level 4**

 The learning to learn module is designed to prepare Trainee Nursing Associates for learning at level 4 and 5. The foundation modules are fundamental to equip Trainee Nursing Associates with the underpinning theory required to prepare Trainee Nursing Associates for their changed role in healthcare delivery. Anatomy and physiology and related influence on the functions of the body will enable Trainee Nursing Associates to identify the underpinning mechanisms of physical, mental health and learning disability conditions across the lifespan. The practice module is designed to enable Trainee Nursing Associates to consolidate and apply what they have learned in university to real life care situations. Simulation is included in these modules to enable Trainee Nursing Associates to practice application of knowledge and skills in simulated environments and explore the evidence to support care delivery.

13.9 **Intermediate modules, Year 2, Level 5**

 These modules will build on the year 1 modules and help Trainee Nursing Associates to develop their personal and professional knowledge and skills further in preparation for their new role. The modules explore the Trainee Nursing Associates role in responsibility for their own and other’s care, and strategies for managing unsafe care encounters. Trainee Nursing Associates will explore principles of research, audit and evidence based care and their role in ensuring care is delivered according to policies and guidance.

13.10 **Practice based experience**

 Trainee Nursing Associates will spend 50%of their time in practice. Therefore, preparation for practice is key to capitalising on this experience to enhance learning. Preparation for practice sessions will precede formal practice placements. Trainee Nursing Associates will be supported by practice supervisors and practice assessors and Clinical Educators. Trainee Nursing Associates will be expected to inform service users of their role when gaining consent to provide care.

 Practice supervisors and practice assessors will be supported by Academic assessors, Clinical Educators, Link Tutors and Personal Academic Tutors. Academics and practice partners delivering practice supervisor and practice assessor updates will update practice supervisors and practice assessors on their role in supporting Trainee Nursing Associates. The Nursing Associate Practice Assessment Document will be the National Trainee Nursing Associate Practice Assessment Document which has been developed by HEE. Clinical Educators will be allocated to specific localities to support both trainees and practice supervisors and practice assessors to understand the different learning and support needs of the Trainee Nursing Associate.

 All Trainee Nursing Associates are required to comply with the regulations of the University regarding conduct detailed in the introduction of the student handbook of regulations. Trainee Nursing Associates are also required to comply with the NMC (2018) ‘The Code’ at all times.

13.11During the course the following procedures are in place to ensure professional suitability:

* Trainee Nursing Associates are obliged to inform the Course Leader immediately of a conviction and/or caution obtained at any point during the course.
* Pre-course and yearly,and end of course self-declaration of good character and good conduct.
* Occupation health clearance check
* Demonstration of appropriate professional conduct at all times in accordance with the NMC requirements above.

13.12In the event of one or more allegations of misconduct that indicate that the Trainee Nursing Associate may not be suitable to be on the professional register, the University’s Fitness to Practice procedure shall be invoked.

13.13In the event of one or more allegations of misconduct that do not reflect upon a Trainee Nursing Associates professional suitability, these will be dealt with under the University’s Student Disciplinary Procedures, (Section 7 of the Student Handbook of Regulations).

13.14Prior to placements, Trainee Nursing Associates are required to complete all mandatory training requirements and Occupational Health immunisation clearance.

13.15 **Awards within the course**

For the award of Foundation Degree Nursing Associate the Trainee Nursing Associate must be successful in both theory and practice in the two years:

|  |  |  |
| --- | --- | --- |
| **Title of Award** | **Academic Credits** | **Duration of study** |
| Foundation Degree Nursing Associate | 120 Foundation + 120 Intermediate | 2 years FT |

The course structure includes the opportunity for Trainee Nursing Associates who do not complete the course to exit at different points with an appropriate academic award.

* Trainee Nursing Associates leaving the course after one year of study who will have accrued 120 credits at Foundation Level (level 4) will qualify for an exit qualification of a Certificate of Higher Education in Health Studies, but they are not eligible for the professional award of Nursing Associate.
* Trainee Nursing Associates leaving the course after two years of study who will have accrued 120 credits at Foundation level (level 4) and 120 credits at Intermediate Level (level 5) and will qualify for the award of - Foundation Degree Nursing Associate and will be eligible to apply to register with the NMC.

**14. Teaching, Learning and Assessment**

14.1Teaching, learning and assessment strategies are designed to offer Trainee Nursing Associates a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression to Nursing Associate. They aim to be inclusive of diversity, to allow Trainee Nursing Associates to actively engage in learning and be successfully assessed in a variety of ways. Teaching methods will include lectures, workshops, simulation, small group work and will involve service user and carers in some modules. Placement learning and shared learning from each other will enhance and expand the Trainee Nursing Associate’s range of learning experiences.

14.2The course team recognises that in order for teaching, learning and assessment to be Trainee Nursing Associate centred, the strategies chosen must offer Trainee Nursing Associates a variety of opportunities. These strategies align with their module learning outcomes and allow for progression through the Foundation Degree course by using a linked approach across modules as well as incrementally developing skills. The strategies have been chosen to best equip Nursing Associates with the necessary knowledge, skills, behaviours and values to ensure they can successfully make the transition into their new role as Nursing Associate, upon completion of the course.

14.3 The course is underpinned by the 2018 NMC Standards

14.3.1 Part 1 - Standards framework for nursing and midwifery education (NMC, 2018a) is composed

 of five headings: Learning culture; Educational governance and Quality; Student

empowerment; Educators and assessors; Curricula and assessment. The standards apply to all NMC approved courses.

14.3.2 Part 2 - Standards for student supervision and assessment (NMC 2018b) is comprised of 3

 headings: Effective practice learning; Supervision of students; Assessment of students and

 confirmation of proficiency. These standards apply to all NMC approved courses.

14.3.3 Part 3 - Standards for Pre-Registration Nursing Associate programmes (NMC 2018c) includes 5

 headings: Selection, admissions and progression; Curriculum; Practice learning; Supervision

 and assessment; Qualification to be awarded. These standards are specific to pre- registration nursing associate programmes.

14.3.4 Standards of proficiency for nursing associates (NMC 2018d). These standards are specific to

 nursing associate programmes and include 6 platforms and 2 annexes. The platforms are:

 Being an accountable professional; Promoting health and preventing ill health; Provide and

 monitor care; Working in teams; Improving safety and quality of care; contributing to integrated

 care. Annexe A: Communication and relationship management skills. Annexe B: Procedures

 to be undertaken by the Nursing Associate.

14.4Learning and teaching is delivered through seminars, group work, practical experience, simulation, role play, blended and e-learning and lectures. The principle of blended learning includes a variety of learning approaches such as computer based learning and electronic packages. The programme team uses a joined-up approach to avoid the tendency for Trainee Nursing Associates to consider topics as independent of each other. This is achieved by team planning and cross module teaching. The course team ensures that theory relates to clinical practice through the widespread use of case studies, videos, reflective practice and local service user and carer involvement. In the foundation level of the course (Year 1), the acquisition of basic skills and the confidence to perform academically and professionally is developed.

14.5All modules are supported with a digital resource in the virtual learning environment (VLE), as an information source for all aspects of learning, which can be accessed remotely. This approach enables Trainee Nursing Associates to use the resources for learning anytime, and from any place using Internet access, to suit their needs. The (VLE) allows for a blended learning approach to delivery of the curriculum, whereby various forms of online learning activities complement more traditional face-to-face teaching approaches. Where information or skills are not confidential or sensitive in nature, sessions within modules are supported by the use of Lecture Capture (powered by Panopto®) which captures audio, video and displayed computer content, e.g. PowerPoint®. This content is automatically uploaded to The VLE and can then be accessed by Trainee Nursing Associates either in its entirety or searched for specific topics that an individual Trainee Nursing Associate wants to revisit. As such this system allows for individual remote access whenever required to enhance learning. In addition to these course-wide resources, individual modules use other technology to enhance learning.

14.6Self efficacyis encouraged with the onus on the Trainee Nursing Associate to undertake independent study and access the virtual learning resources, both to supplement and consolidate what is being taught and/or learnt and to broaden their individual knowledge and understanding of the subject areas.Intellectual skills are developed through the whole teaching and learning programme. Classroom-based methods aim to set cognitive development in motion. The practice-based elements then provide the prime opportunity for placing this knowledge into context.

14.7Each module involves discussion of key issues; practice in applying concepts both orally and in writing, analysis and interpretation of material, and group or individual feedback for Trainee Nursing Associates on their progress. Additionally, Personal Academic Tutorial support is important in individual learning of cognitive skills, enabling the Personal Academic Tutor and Trainee Nursing Associate to work exactly at the Trainee Nursing Associates level and to set appropriate progression and achievement goals.

14.8 The development of personal skills that underpin all aspects of professional practice is an important aspect of the Trainee Nursing Associates experience of the course and permeates all modules. These skills are developed throughout the University based core modules that include simulation and the practice-based modules. The personal skills developed in year one include the development of communication and group-work skills and an introduction to the concept of reflective practice. Additionally, Trainee Nursing Associates develop their ability to work independently; to relate theory to practice; to reflect critically and to work and communicate with others.

14.9 Pre-Registration Nursing and Nursing Associate Strategy on Interprofessional learning.

The Pre-Registration Nursing and Nursing Associate programmes aim to enhance wellbeing and positive health outcomes for the population we serve through the medium of interprofessional education (IPE). Interprofessional education is defined as *“occasions when members or students of two or more professions learn with, from and about each other to improve collaboration and the quality of care and services.”* (CAIPE 2016).

We aim to; implement teaching and learning strategies that include an interprofessional conference to enable students from differing professions to learn with, from and about each other in order to develop practitioners who are fit for practice and purpose in a multi and interdisciplinary environment. Nursing associates will have shared experiences in clinical settings and be expected to reflect on interprofessional working and learning in their Practice Assessment Document. Trainee Nursing Associates attend a Mother and Baby Conference with pre-registration nursing students and midwifery students. Trainee Nursing Associates also attend shared student panels, course committees and other collaborative events with pre-registration nursing students to share common and differing experiences. In addition, newly emerging technologies to enable communication and exchange between students of all groups, and new and innovative learning opportunities are continuously sought.

Placements are shared with a wide range of professionals, such as physiotherapy students, occupational therapists, operating department practitioners, midwifery students and podiatrists, to encourage shared learning in the environment in which care takes place with the person receiving care at the centre of that inter-professional working and learning.

14.10 All modules implicitly assess skills of reading and writing. In addition, numeracy and literacy skills will be embedded throughout the course, culminating in the professional development module, where Trainee Nursing Associates will summatively demonstrate numeracy

14.11 Service user and carer engagement is embedded into the course and some of the interactive classroom sessions will include input from patients/clients and service users/carers allowing discussion and exploration of the emotional issues related to nursing. Re-usable learning objects such as patient stories in a variety of formats are also incorporated into teaching and learning. In order to achieve the aims of the course, it is necessary to effectively combine a range of learning environments with a variety of media and types of Trainee Nursing Associate engagement. The particular blend of learning styles and environments that will be used for this course will help create a high quality learning experience specifically geared to the Trainee Nursing Associate needs.

14.12Competence to practice is a primary requirement for health professional registration. Practice based learning takes place in a variety of settings including clinicalsimulation suites, classroom based learning and the use of simulated patients which enable Trainee Nursing Associates to practice skills in a safe and controlled environment. Simulation is embedded in the new curriculum through the investment and utilisation of technological advancements in sophisticated, low, medium and high fidelity simulators and virtual learning resources. The development of simulation-based teaching strategies enables the teaching and testing of theoretical understanding in the context of clinical practice and has developed beyond skills teaching. For example, Trainee Nursing Associates are given the opportunity to participate in simulated clinical practice, scenario based learning with feedback and debriefing, supervised and unsupervised practical learning in the clinical simulation suite.

To allow Trainee Nursing Associates to learn and be assessed in actual practice settings, hospital, close to home and home care settings in NHS primary care, acute and mental health care, the private and independent sector and social care settings are used, under the supervision of appropriately qualified practice supervisors and practice assessors. Assessment decisions regarding achievement will be made by the practice assessors in collaboration with the practice supervisor and academic assessor.

14.13 Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module handbook. All learning outcomes in a module are assessed against evidence-based practice and the mode of assessment is specified for each outcome. Assessment is a combination of coursework, practice/competency-based learning and written and practical examination. The nature of the assessment varies from module to module and mirrors the modes of communication expected of foundation degree graduates in this field. The assessment strategy enables the Trainee Nursing Associate to meet the Nursing and Midwifery Standards leading to the eligibility to apply for registration with the NMC. Assessment methods for this course are varied and contemporary, consisting of examinations, written assignments that include essays, reports and case studies. Group and individual presentations along with professionally simulated exams and objective structured clinical examination offer innovative methods that enable the assessment of the Trainee Nursing Associates ability to meet the required competencies and relate theory to practice. Trainee Nursing Associates are assessed by practice supervisors and practice assessors in clinical practice. Service users and carers also contribute to formative and summative assessment where appropriate. Additionally, the assessment strategy measures and tracks the Trainee Nursing Associates achievement and progress, providing appropriate feedback to Trainee Nursing Associates, personal academic tutors, practice supervisors and practice assessors.

14.14Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001). From September 2005 it has been a QAA requirement that all healthcare students, which will include Trainee Nursing Associates, have access to PDP. PDP enables the Trainee Nursing Associate to develop an awareness of their strengths and weaknesses and construct a record of achievement, documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to Trainee Nursing Associates at the beginning of the course and is normally supported through the personal academic tutor system (Appendix 4). Learning opportunities are identified throughout the course, commencing in the Learning to Learn module in year 1 and consolidating in the Professional Development for Nursing Associates module in year 2. The PDP is reviewed and developed by the personal academic tutor, at least twice a year. Trainee Nursing Associates keep a copy of the PDP in their portfolio as a way of recording their progress through their practice.

14.15 The School of Human and Health Sciences uses a plagiarism detection programme via the virtual learning environment (VLE) to help both Trainee Nursing Associates and staff ensure and protect the originality of work submitted for assessment.

**15. Support for Trainee Nursing Associates and their Learning**

15.1As for all students at this university, support for Trainee Nursing Associates undertaking this course operates at University, School and Course level as follows:

15.2 **University Level**

15.2.1 Central to the provision of Trainee Nursing Associate support are Student Services. The range of services they offer include:

##  Wellbeing and Disability Services

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* [Hate Crime Reporting Centre](http://www.hud.ac.uk/wellbeing/hatecrimereporting/)
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* Student wellbeing
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)
* The Big White Wall

 **Careers and Employability Service**

* Careers and Employability Service
* Jobshop

Trainee Nursing Associates can self-refer to disability services for assessment or they can be referred by the Personal Academic Tutor – with the Trainee Nursing Associates’ consent. Personal Learning Support Plans are developed for those with a disability and are accessible to support trainees in academic work and practice.

More information on the range of student services can be found on their website at: <http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

15.2.2 T**he Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on their website at:

 <http://www.hud.ac.uk/students/finance/>

15.2.3 **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at: <http://www.hud.ac.uk/students/it/>

15.2.4 **Library** **Services** provide induction and ongoing support for all Trainee Nursing Associates. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

15.3 **School Level**

* + 1. The School of Human and Health Sciences provides additional Trainee Nursing Associate support using a variety of approaches:

15.3.2 Academic Skills Development Team (ASDT) in the School of Human and Health Sciences provides support, development and encouragement for Trainee Nursing Associates at all levels with help on a range of academic skills areas. Further information on the services provided can be found on the School pages in the virtual learning environment in Shum Quick Links. The ASDT are actively involved in the Learning to Learn module.

15.3.3 Finally the School has a **Student** **Hub** with **Student Support Officers.** The Student Hub provides a drop in service for all Trainee Nursing Associates in the School.  They are based in Harold Wilson Building, Ground Floor, Room 24 and are open on Monday to Friday from 8.30am to 4.30pm during term time.

The Student Hub offers the following services:

* Welfare Support
* Advice on extensions and ECs
* Print credit
* Signposting Trainee Nursing Associates and visitors to other services
* Binding
* Independent Services
* Confidential Advice
* Booking for academic staff appointments.

No appointment is necessary for the Student Hub and they can be contacted on 01484 473092 or by email at: hhsstudentsupport@hud.ac.uk

15.4 **Course Level**

At course level support is provided by:

15.4.1 **Personal Academic Tutor**

The University has implemented a personal academic tutor system for full time undergraduate students which will include Trainee Nursing Associates. This system aims to both improve the Trainee Nursing Associate experience of learning and teaching, and increase Trainee Nursing Associate retention and achievement rates. Specifically, personal academic tutors:

* Provide a personal contact for the Trainee Nursing Associate within the University and the School.
* Make contact with trainee Nursing Associates at least 5 times a year (touchpoints) in line with Personal Academic Tutor guidelines.
* Act as a liaison between the Trainee Nursing Associate and course leader to seek any improvements required
* Offer guidance, assistance and support in managing the Trainee Nursing Associates academic experience
* Recognise when the problems presented are beyond the personal academic tutors’ competence and seek guidance and support for the Trainee Nursing Associate through the University and/or School referral processes.
* Work with Trainee Nursing Associates to review and reflect upon their own progress and if necessary on ways to improve it.
* Take part in supportive training events.

15.4.2 **Module Leader**

The module leader is responsible for teaching, learning and assessment of the module.

15.4.3 **Course Leader**

The course leaders are responsible for the entire quality assurance arrangements for the Foundation Degree Nursing Associate course.

15.4.4 **Link Tutor**

The link tutor is responsible for developing and maintaining effective links between the School and practice areas. This includes offering support and guidance to those involved in the facilitation of Trainee Nursing Associates learning in practice areas. They also provide support and advice on educational matters.

15.4.5 **Practice Learning Facilitator/ Clinical Educator**

The practice learning facilitator/Clinical Educator is based in practice and responsible for support to practice assessors and practice supervisors and Trainee Nursing Associates while on placement.

* + 1. **Practice Supervisor**

The practice supervisor is a registered nurse, registered nursing associate or registered health or social care professional who has current knowledge and experience and are appropriately prepared for the role. They are responsible for ensuring that student learning opportunities are facilitated, for contributing to student assessment providing regular feedback to the student.

15.4.7 **Practice Assessor**

The practice assessor is a registered nurse or registered nursing associate with current knowledge and expertise who is appropriately prepared for the role. The practice assessor conducts assessments, informed by feedback from practice supervisors and others; makes and records objective decisions, drawing on records, observations, student reflection and other resources. They will periodically observe the student and schedule communication with academic assessors at relevant points

15.4.8 **Academic Assessor**

The academic assessor is a registered nurse or registered nursing associate and is nominated for each part of the programme and are appropriately prepared for the role. The academic assessor will work in partnership with the practice assessor to evaluate and recommend the student for progression for each part of the programme. They will have understanding of the student’s learning and achievement in practice and schedule communication and collaboration between academic and practice assessors.

15.4.9 **Learning Technology Support Unit (LTSU**)

The School has a Learning Technology Support Unit. The LTSU is based in the Ramsden building and provides support to students both in person and on-line.

15.4.10 The University of Huddersfield takes particular pride in the enduring nature of the guidance that is available to all students (which will include Trainee Nursing Associates) and this was acknowledged in the last major review undertaken by QAA (2005). Support and guidance commences with the recruitment process and continues throughout the course.

* All Trainee Nursing Associates are provided with University’s Handbook of Student Regulations and a Trainee Foundation Degree Nursing Associate Handbook at the start of the course.
* An introduction session for new Trainee Nursing Associates is organised during the first week of the course to introduce the Trainee Nursing Associates to the University and professional services, as well as introducing them to the course team including Practice Learning Facilitators/Clinical Educators.
* Trainee Nursing Associate attendance is monitored in accordance with the University’s requirements, and Trainee Nursing Associates must achieve the requirements of the practice modules. Where absence is unavoidable through illness, Trainee Nursing Associates negotiate with their personal academic tutor how this time may be made up. Attendance at lectures is closely monitored following the University’s attendance monitoring policy: <https://www.hud.ac.uk/registry/current-students/taughtstudents/> and Trainee Nursing Associates who fail to attend regularly are contacted to ensure that there are no major problems being encountered.

For a variety of reasons Trainee Nursing Associates may decide to withdraw from the course. Trainee Nursing Associates are offered an appointment with the relevant course leader to consider what is available to them.

**16. Criteria for Admission**

16.1The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. This course is applicable to healthcare workers working in the partner organisations for health and social care. Recruitment will take place in partnership with, practice partners, service users and carers and the course team, based on the following criteria;

16.1.1 Applicants will be considered via applications from UCAS and will be interviewed by practice organisation managers (or delegated personnel) service users and carer representative nursing academic staff at the university. Candidates will be expected to demonstrate values consistent with the profession and NMC Code (2018).

16.1.2 Applicants must have Maths and English at a minimum of level 2, prior to commencing on the course and demonstrate capability for developing digital literacy skills.

16.1.3The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

 Learners will be assessed on an individual basis and any applicable prior learning will be accounted for, evidenced and deducted from cost as funding cannot be used to pay for training for skills, knowledge and behaviours already attained by the learner.

Further information related to the School APL process can be found on the School pages in the virtual learning environment.

16.2Every person who applies for this course and meets the minimum entry requirements, regardless of any disability, will be given the same opportunity in the selection process. Reasonable adjustments will be made to ensure applicants with disabilities can fully participate in theory and practice aspects of the course without compromising safety. General advice and information regarding disability and the support the University can give can be found by calling student services on 01484 472675 or visiting their website at:

<http://www.hud.ac.uk/disability-services/>

16.3 **Entry Requirements**

* Be selected by interview
* All candidates will complete a Rehabilitation of Offenders form and have an Enhanced Disclosure and Barring (DBS) check.
* All candidates must be 17 years old or above at enrolment (minimum age for placements)
* All candidates will require Occupational Health clearance.

Where English is not a first language the following would apply:

* Undergraduate Taught Courses: IELTS 6.5 overall with no element lower than 6.0 in any component (NMC requirement differs at point of registration)- <https://www.nmc.org.uk/registration/joining-the-register/english-language-requirements/>

16.4 Candidates will be expected to meet any digital literacies requirements set out by the School

 policy.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

17.1The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<https://www.hud.ac.uk/policies/registry/awards-taught/>

17.2The School is committed to comprehensive Trainee Nursing Associate engagement and works actively with the University of Huddersfield Student Union to support this through the Student representative system see further information at: https://hudsu.unioncloud.org/

17.3 Within the School, Trainee Nursing Associates will be represented at committee level from Trainee Nursing Associate Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations. A web-based evaluation tool is used to gain statistical evaluation of placement experience.

17.4 An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and Trainee Nursing Associate feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**18. Regulation of Assessment**

18.1University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards>

and the ‘Student’ Handbook of Regulations’ on the Registry website as follows:

 https://www.hud.ac.uk/registry/current-students/

 [18.2 **Assessment rules**](http://www2.hud.ac.uk/registry/students_handbook.php) **for Foundation Degrees**

* The  [pass mark is 40% for each theoretical assessment.](http://www2.hud.ac.uk/registry/students_handbook.php) This is a university requirement.
* Trainee Nursing Associates are required [to pass all components of summative assessments in both theory and practice](http://www2.hud.ac.uk/registry/students_handbook.php)  in  [order to be awarded](http://www2.hud.ac.uk/registry/students_handbook.php) the Foundation Degree.
* In order to progress, or be eligible for registration, Trainee Nursing Associates will be required [to](http://www2.hud.ac.uk/registry/students_handbook.php) pass all theory and complete the relevant Nursing Associate Practice Assessment Documents. Allcompetencies in the Practice Assessment Document are awarded either pass/ fail, for which approval has been granted by the PVC for Teaching and Learning.
* Year [one and two](http://www2.hud.ac.uk/registry/students_handbook.php) practice assessments [are ungraded](http://www2.hud.ac.uk/registry/students_handbook.php). [There is no condonement on this course.](http://www2.hud.ac.uk/registry/students_handbook.php)
* [To qualify for the award of the](http://www2.hud.ac.uk/registry/students_handbook.php) Foundation Degree [Nursing Associate, Trainee Nursing Associates must complete all the course requirements, and only](http://www2.hud.ac.uk/registry/students_handbook.php) Trainee Nursing Associates who successfully gain 240 credits will be awarded the Foundation Degree and [will be eligible](http://www2.hud.ac.uk/registry/students_handbook.php) to apply [for registration](http://www2.hud.ac.uk/registry/students_handbook.php) as a Nursing Associate [and entry to the](http://www2.hud.ac.uk/registry/students_handbook.php) NMC [Professional Register.](http://www2.hud.ac.uk/registry/students_handbook.php)
* On completion of the course Nursing Associates have five years in which to register or record a qualification leading to a mark on the register (NMC 2018c).
* Numeracy assessment with a 100% pass mark.
* Progression rules are included in the appendices.

**19. Indicators of Quality and Standards**

19.1This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical Trainee Nursing Associate might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module handbooks and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

***References***

Nursing & Midwifery Council (NMC) (2018) *The Code: Professional standards of practice and behaviour for nurses and midwives*. London: NMC. Available online: <https://www.nmc.org.uk/standards/>

Nursing and Midwifery Council (2018a) Standards framework for nursing and midwifery education.

Nursing and Midwifery Council (2018b) Standards for student supervision and assessment.

NMC (2018c) Standards for pre-registration nursing associate programmes.

NMC (2018d) Standards for proficiency for nursing Associates.

NMC (2018e) Supporting information: Protected learning time in practice for nursing associate programmes.

Quality code for Higher Education: Securing and Maintaining Academic Standards (QAA 2014)

Quality Assurance Agency (2016) *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards*. QAA, Gloucester

The Framework for Higher Education Quality in England, Wales and Northern Ireland (Quality Assurance Agency (QAA) 2008)

**Appendices**

|  |  |  |
| --- | --- | --- |
| Appendix 1 | Mapping of course learning outcomes against course modules |  |
| Appendix 2 | Mapping of PDP to Foundation Degree Nursing Associate Modules |  |
| Appendix 3 | Proposed Foundation Degree Nursing Associate Programme Plan | See separate document |
| Appendix 4 | Assessment Schedule. |  |
| Appendix 5 | Course Assessment Board Structure |  |
| Appendix 6 | Progression Rules |  |

Appendix 1; Mapping of Course Learning Outcomes to Module Outcomes

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| Modules | HFA1008- Learning to learn  | HFA1009- Foundations for Nursing Associates 1 | HFA1010 Foundations for Nursing Associates 2 | HFA1011 Nursing Associate Practice 1 | HIA 2008 Research For Nursing Associates | HIA2009 Nursing Associate Concepts and care approaches | HIA2010 Professional Development for Nursing Associates | HIA2011 Nursing Associate Practice 2 |
| 1 |  | X |  | X |  |  |  | X |
| 2 |  | X |  | X |  |  |  | X |
| 3 |  | X |  | X |  |  |  | X |
| 4 |  |  | X | X |  |  |  | X |
| 5 |  |  | X | X |  |  |  | X |
| 6 |  | X |  | X |  | X |  | X |
| 7 |  |  | X | X |  |  | X | X |
| 8 | X |  |  | X | X |  |  | X |
| 9 |  | X |  | X |  |  |  | X |
| 10 |  | X |  | X |  | X |  | X |
| 11 | X |  |  | X | X |  |  | X |
| 12 |  |  |  | X |  | X |  | X |
| 13 | X | X |  | X |  |  | X | X |
| 14 |  |  |  | X |  |  |  | X |
| 15 |  | X |  | X |  |  |  | X |
| 16 |  | X |  | X |  |  |  | X |
| 17 |  |  |  | X |  |  |  | X |
| 18 | X |  |  | X |  |  |  | X |
| 19 | X |  |  | X |  |  | X | X |
| 20 |  |  |  | X |  |  | X | X |
| 21 |  | X |  | X |  |  |  | X |
| 22 |  | X |  | X |  |  |  | X |
| 23 | X |  |  | X |  |  |  | X |

**Course Learning Outcomes**

**Knowledge and understanding**

1. Demonstrate knowledge and critical understanding of the NMC code and own personal responsibility in relation to safe care provision.
2. Understand the limits of the role, when to escalate concerns and how to seek support.
3. Apply knowledge of professional values and anti-discriminatory behaviour to all care interactions.
4. Apply person centred approaches to the assessment, planning, delivery and evaluation of care for individuals with physical, mental health and cognitive care needs across the life span.
5. Understand the structures and functions of the human body across the lifespan, and how this impacts on the individual’s experience and changing care needs.
6. Understand the principles of epidemiology and the factors that lead to inequalities in health
7. Demonstrate knowledge and critical understanding of safe and effective medicines management.
8. Understand and apply the underlying concepts and principles of evidence to support care decisions.
9. Demonstrate knowledge and critical understanding of effective communication to support collaborative working with other healthcare professionals, patients and their families, within data protection and data management policies and legislation.
10. Critically understand the Nursing Associate role in safeguarding the public and in ensuring unsafe care is managed within the scope of duty of care.

**Intellectual / cognitive skills**

1. Evaluate published literature to determine how it underpins nursing associate practice.
2. Evaluate the nature and complexity of how nursing associate care is delivered within the National Health Service, private and voluntary organisations, in a range of settings.
3. Generate and assemble the skills to take responsibility for their own personal development planning (PDP), learning and continuing professional development through working independently and become skilled in reflective practice to review their own academic and clinical work to become life-long learners.

**Skills and other attributes (Practical)**

1. Effectively and independently deliver safe evidence based care (within an agreed plan) in a range of settings and across the lifespan.
2. Demonstrate compassionate, person centred care, in collaboration with other healthcare professionals, individuals and their families.
3. Reflect on and evaluate the limits of their own scope of practice, working with others and referring to appropriate healthcare professional where appropriate.
4. Safely demonstrate evidence based practice and skills as stated in Annexe A and Annexe B- (NMC, 2018).

**Transferable/Key Skills**

1. Apply skills for lifelong learning to maintain own personal and professional health and development.
2. Apply teaching and learning skills in order to support others in their learning.
3. Effectively communicate care information to a range of audiences, including individuals, their families and other healthcare professions, to promote health and ensure care needs are met.
4. Use a range of reflective and evaluative skills to problem solve and formulate decisions, whilst working within the boundaries of the role.
5. Demonstrate personal commitment to operating within national and local ethical, legal and governance requirements.
6. Engage with the use of technology for enhancing care.

Appendix 2 Mapping of Personal Development Planning (PDP) to Foundation Degree Nursing Associate

|  |  |  |
| --- | --- | --- |
| PDP principles and criteria | **Foundation level modules** | **Intermediate level modules** |
| (Based on the Quality Assurance (QAA) for Higher Education (2011) A toolkit for enhancing personal development planning strategy, policy and practice in higher education institutions 2nd edition. | HFA1008- Learning to learn  | HFA1009- Foundations for Nursing Associates 1 | HFA1010 Foundations for Nursing Associates 2 | HFA1011 Nursing Associate Practice 1 | HIA2008 Research For Nursing Associates | HIA2009 Nursing Associate Concepts and care approaches | HIA2010 Professional Development for Nursing Associates | HIA2011 Nursing Associate Practice 2 |
| Introduction of PDP principles in Induction | X |  |  |  |  |  | X |  |
| Portfolio development and planning | X |  |  |  |  |  | X |  |
| The development of Information technology literacy | X |  |  |  |  |  | X |  |
| The development of a range of communication skills and Interpersonal skills | X | X |  | X |  | X | X | X |
| The development of social and emotional intelligence. | X |  |  |  |  | X | X | X |
| The development of professional conduct and responsibility. | X | X |  | X |  | X |  | X |
| The development of technical knowledge. | X |  |  |  |  |  | X | X |
| Developing self-awareness and confidence. | X |  |  |  |  |  | X |  |
| Developing Independence and resilience. | X |  |  |  |  |  | X |  |
| Developing problem and task analysis skills. | X |  |  |  |  | X | X |  |
| Developing reflection and appreciation of reflection in regard to learning and personal development. | X | X |  |  |  |  | X |  |
| Developing and appreciating consequence of actions. | X | X |  | X |  |  | X | X |
| Developing and appreciation of leadership skills and attributes. | X |  |  |  |  | X | X | X |
| Time management (professional and personal). | X | X | X | X | X | X | X | X |
| Career planning. |  |  |  |  |  |  | X |  |

Appendix 3 Proposed Programme Plan (see separate document)

Appendix 4 Proposed Assessment Schedule Example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Module Code | Delivery | Assessment type | Submission Months |
| **Year 1** |
| Learning to Learn | HFA1008 | June – Dec 2020 |  1250 word essay 750 word PDP | November 2020 |
| Foundations for Nursing Associates 2 | HFA1009 | June – Dec Jan- Sept | A&P exam (1.5 hours) Case study report 2000 words | November 2020December 2020 |
| Foundations for Nursing Associates 1 | HFA1010 | Jan – June 2021  | 2500 word reflection | March 2021 |
| Nursing Associate Practice 1 | HFA1011 | June 2020 – May 2021 | Nursing Associate Practice Assessment Document | May 2021  |
| **Year 2** |
| Research for Nursing Associates | HIA2008 | June - Dec 2021  | Data analysis workbookResearch proposal (2000 words) | November 2021December 2021 |
| Nursing Associate Concepts and Care Approaches | HIA2009 |  June 2021 – March 2022 | Case studyOSCE | February 2022 March 2022 |
| Professional Development for Nursing Associates | HIA2010 | January 2022 – May 2022 | Medicines calculation examinationPDPProfessional conversation | April 2022 April 2022 May 2022 |
| Nursing Associate Practice 2 | HIA2011 | Jun2021 – May 2022 | Nursing Associate Practice Assessment Document | May 2022 |

Appendix 5 Course Assessment Board Structure

**CAB STRUCTURES - Foundation Degree** **Nursing Associate**

**December Intake**

**June Intake**

|  |  |  |
| --- | --- | --- |
| **Mode of Study** | **Course Start Month** | **Expected Month for Main CAB** |
| **Foundation FT 2 year** | **June** | **March (progression)****May (re-sit)** |

|  |  |  |
| --- | --- | --- |
| **Mode of Study** | **Course Start Month** | **Expected Month for Main CAB** |
| **Foundation FT 2 year** | **January** | **November (progression)****December (re-sit)** |

**March Intake**

|  |  |  |
| --- | --- | --- |
| **Mode of Study** | **Course Start Month** | **Expected Month for Main CAB** |
| **Foundation FT 2 year** | **March** | **December (progression)****February (re-sit)** |

Appendix 6

Progression Rules - Foundation Degree Nursing Associate

Students must pass all components of all modules.

Condonement is not allowed.

The pass mark for theory modules is 40% except for the medicine’s calculation test in year 2 only for which the pass mark is 100%.

Placement modules are pass/fail.

Main CAB theory only (plus repeat stage)

· If all theory foundation and intermediate credits passed, then confirm pass theory;

· If any theory modules (or module components) are failed / deferred, the student will have a referral / deferral attempt before the Resit / Placement CAB.

Resit & Placement CAB

Theory

· If all module credits passed then May Progress.

· If all level credits have been passed except for one 30 credit theory module which is in the referral band (35 %-39 %) then the student May Progress with Trail as long as no other modules are left outstanding.

· In any other circumstances, the student May Not Progress into stage 2/3 and will need to resolve any outstanding credits in the next academic session.

· Students can progress into their 2nd year with a maximum trail value of 30 credits (not including practice modules) to complete.

Placement:

· Students must pass placement modules in order to progress. If the student has failed at the point of the course assessment board, then they will not be permitted to progress and will be required to repeat the placement in the next available cohort.