

Programme Specification: Nursing Associate (Apprenticeship) FdSc UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	Foundation Degree - Nursing Associate (Apprenticeship) The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	Certificate of Higher Education (CertHE) - Healthcare Studies
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London Secondary/Tertiary Locations: N/a
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Nursing and Midwifery Council (NMC) (2023) Part 1: Standards framework for nursing and midwifery education. London, NMC. NMC (2023) Part 2: Standards for student supervision and assessment. London, NMC. NMC (2023) Part 3: Standards for preregistration nursing associate programmes. London, NMC. NMC (2024) Standards of proficiency for nursing associates. London, NMC. Nursing Associate Apprenticeship Standards (2018) QAA Subject Benchmark statement for Health Studies (April 2024)
Professional statutory or regulatory body	Nursing and Midwifery Council (NMC)
Westminster course title, mode of attendance and standard length	Nursing Associate (Apprenticeship), Full-time, September start - 2 years standard length
Valid for cohorts	From 2026/7

Additional Course Information

As required by the Nursing and Midwifery Council, the programme has a balance of 50% theory and 50% practice. This equates to 2300 hours of theory and practice across the 2-year programme, of which a minimum of 1150 hours must be practice-based and a minimum of 1150 hours are theoretical learning.

The typical duration to gateway is 24 months and it is a fully integrated apprenticeship standard.

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The overarching aim of this nursing associate apprenticeship programme is to enable nursing associate graduates to deliver safe, high quality, compassionate care within their scope of professional practice and in adherence to the Code (NMC 2023).

The Foundation Degree Nursing Associate Apprenticeship has been designed to:

- Provide Apprentices with a comprehensive, current and relevant programme of study, delivered in a rich learning environment that is inclusive, supportive and equitable, enabling and encouraging all Apprentices to achieve their individual potential without impediment.
- Fulfil the Nursing and Midwifery Council (NMC) requirements for pre-registration nursing associate programmes in accordance with the following frameworks and standards:
 - The Nursing and Midwifery Council 'Standards Framework for Nursing and Midwifery Education' (NMC 2023) [standards-framework-for-nursing-and-midwifery-education.pdf](#)
 - The Nursing and Midwifery Council 'Standards for pre-registration Nursing associate programmes' (NMC 2023) [standards-for-pre-registration-nursing-associate-programmes.pdf](#)
 - The Nursing and Midwifery Council 'Standards of Proficiency for Nursing Associates (MC 2024)' [standards-of-proficiency-for-nursing-associates.pdf](#)
 - The Nursing and Midwifery Council Standards for student supervision and assessment (NMC 2023) [standards-for-student-supervision-and-assessment.pdf](#)
 - The Framework for Higher Education Qualifications (FHEQ) [the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf](#)
 - The QAA Quality Code for Higher Education [UK Quality Code](#)
 - Nursing associate (NMC 2018) apprenticeship standard [Nursing associate \(NMC 2018\) / Skills England](#)
 - Nursing associate End-point assessment plan for Nursing associate fully integrated apprenticeship standard [Nursing associate \(NMC 2018\) / Skills England](#)
 - Meet the requirements of the Level 5 nursing associate (NMC 2018) (Integrated Degree) Apprenticeship Standard.
 - Instil within its graduates continuing professional development as a fundamental attribute of academic and professional life.
 - Develop transferable skills to enhance employability and future education prospects.
 - Develop the Apprentices' knowledge of the underpinning theoretical and practical concepts that they may analyse and understand the needs of individuals, families and carers across the life course and the basis of health and disease
 - Ensure that graduates have the skills to apply their understanding of person centred care to practice
 - Enable Apprentices to relate to and function within their external placements
 - Produce graduates capable of applying evidence base practice and disseminating research results
 - Enable Apprentices to contextualise nursing knowledge and opinion within a historical, geographical and cultural framework, referencing current expected standards of equality, diversity and inclusivity.

- Promote Apprentices' awareness of the impact that global advances in science and technology have upon health and wellbeing. Give them an understanding of the importance of treating all individuals, their families and carers with respect, acknowledging the harm that has resulted from not doing so. With this knowledge, our graduates will be responsible and compassionate members of different communities, both local and global.
- Develop learners as creative problem solvers in the design of solutions to help overcome global challenges by the application of their subject specific and transferable skills and knowledge to drive these solutions for sustainable development.

The programme therefore aims to:

- Facilitate the development of the requisite knowledge to inform clinical practice and care delivery;
- Equip the learner with the skills required for compassionate, person-centred practice;
- Prepare the learner to become a confident professional, utilising the evidence base in their decision making within their scope of nursing associate practice;
- Enable the learner to act to safeguard the public and empower them to be accountable for their person-centred practice and the professional duty of candour;
- Enable the learner to employ effective and adaptable communication and relationship skills, work effectively and collaboratively within an integrated multidisciplinary team and work in partnership with service users, organisations, and communities;
- Equip the learner with the skills to exercise emotional intelligence and the ability to remain resilient in the face of change and challenges and manage their own personal well-being;
- Prepare the learner to promote and deliver sustainable, quality nursing care in practice;
- Provide the learner with the skills and attributes to engage with health promoting opportunities and prevent illness;
- Enable life-long learning and reflective practice, the appreciation of the value of education for healthcare and society, developing key transferable skills such as digital literacy and compassionate practice;
- Prepare the learner to develop the qualities and skills required for employment as a registered nursing associate, while upholding the values and behaviours of the nursing profession.

The programme also aims to foster collaborative relationships with experts by experience/service users and carers who support learner education alongside working with clinical partners in practice.

With an increasing emphasis on proficiency, the programme will prepare learners for practice informed by experience, research and a range of theoretical positions such as biomedicine, the integrative approach and nursing metaparadigms. Learners' personal and professional development will evolve in collaboration with experts by experience, peers, practice learning partners/ clinical practitioners, as well as academic colleagues. There will be emphasis on achieving proficient practice through systems that encourage lifelong learning.

Throughout the programme the UN Sustainability Goals in Health and Wellbeing (SDG3), Quality Education (SDG4), Gender Equality (SDG5), and Reduced Inequalities (SDG10) are promoted to ensure learners work towards ensuring healthy lives and promoting well-being for all at all ages, through correct treatment of conditions, timely health monitoring and encouraging prevention through health promotion.

This programme is also explicitly designed to embed the principles of Authentic Learning and Assessment throughout. It aims enable students to engage with real-world challenges through the direct application of knowledge in practice-based environments, cocreated and co-produced learning experiences, and active collaboration with those who use services and their carers, students as well as employers and practice learning partners and university staff. In taking this approach, the programme aims to develop learners' theoretical understanding alongside the critical, reflective, and practical skills required for confident and safe professional practice within dynamic health and social care settings.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The University of Westminster is committed to developing employable graduates by ensuring that career development skills are embedded in all courses. The University of Westminster is located within the vibrant and bustling city of central London. Our courses capitalise on the benefits that London as a global, creative, intellectual and technology-driven hub has to offer for the learning environment and experience of our learners.

Apprentices on the Foundation Degree Nursing Associate Apprenticeship need to already be employed as health care professionals in a health or social care setting. Many Apprentices also undertake a range of external placements across the programme. Our Apprentices are also encouraged to successfully integrate all such opportunities into the general programme of study. Our aim is to foster a culture of gathering expertise, building professional networks, and expanding academic learning with the knowledge and skills gained in working environments and external practice-based placements. These external placements being in settings other than their employed place of work in accordance with NMC (2023) requirements.

Graduates from this foundation degree will be eligible for registration with the NMC as a nursing associate and will be working within an ever-changing health and social care landscape and the course is therefore designed to equip them to work with that uncertainty as registered practitioners. Learners will have the benefit of attending external placements throughout the programme of study. These experiences will enable the learner to develop insight into the wider context of health and social care, the role's scope and potential career opportunities. The individual modules provide opportunities for learners to develop the skills and attributes necessary for professional development and provide a foundation for scaffolded learning, in accordance with the development of the attributes, that a nursing associate of the future will be required to demonstrate.

This course equips pre-registration nursing associate apprentices with a broad range of transferable skills that will enhance their future career opportunities. To this end, the learning, teaching, and assessment strategy is underpinned by a commitment to a learning process which involves a plethora of stakeholders including the University of Westminster, practitioners, practice assessors and supervisors, employers, service users and learners. These stakeholders will provide a mutually responsible, dynamic, and supportive learning community to enhance the employability and readiness of learner. Learners exiting from the programme will engage fully with their professional role and develop a commitment to lifelong learning. During the course, learners will develop transferable skills including critical reflection, problem-solving and analytical techniques, all of which are vital in a health or social care setting. They will also gain proficiency in teamwork, leadership, and time management, ensuring they are well-prepared to make the transition to registrant nursing associate and beyond. The development of these skills not only supports their immediate professional practice but also empowers them to pursue further educational opportunities that contribute to their long-term career progression.

The programme fosters graduate attributes through authentic learning experiences that simulate the complexity and unpredictability of real health and social care environments. Students graduate not only with academic knowledge but also with professional readiness, developed through authentic engagements with service users, real-world scenarios, and reflective practice. These experiences embody the University's commitment to empower students as agents of change within their professions and communities.

What will you be expected to achieve?

Learning outcomes are statements of what successful students have achieved as a result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- 001 Demonstrate knowledge and understanding of the role of a nursing associate in supporting a registered nurse, while working collaboratively within a multi-disciplinary team to provide person and family-centred care (NMC Platform1, 2, 4) (KU PPP SS CS)
- 002 Confidently and flexibly apply academic literacy, numeracy, digital and technical skills to meet the needs of people in their care while ensuring safe and effective person-centred practice. (NMC Platform1, 3, 5) (KU PPP SS CS)
- 003 Explore and appreciate the importance of the legal, ethical and professional frameworks in which health and social care are practiced from global, national and local perspectives demonstrating an awareness of professional and legal responsibilities they and other health practitioners hold. (NMC Platform1, 2, 4) (KU GA PPP KTS SS CS)
- 004 Consider and explain how attitudes, values, beliefs, perceptions and biases, could impact on individuals and groups, identifying and implementing strategies to address this, exemplifying adherence to The Code and actively promoting principles of equality, diversity & inclusivity. (NMC Platform1, 2, 3) (KU GA PPP KTS SS CS)
- 005 Discuss how principles of public health, genomics and social determinants influence health and well-being outcomes across the life course. (NMC Platform1, 2) (KU GA PPP SS CS)
- 006 Demonstrate understanding of clinical and social sciences and their application to health and ill health to provide the necessary care or treatment required to support well-being. (NMC Platform1, 2, 3, 4) (KU PPP SS CS)
- 007 Apply knowledge and understanding of safeguarding principles in a way that empowers and respects the safety, dignity, rights, choices, and wishes of a diverse range of service users across the lifecourse as well as their carers and families. (NMC Platform1) (KU PPP KTS SS CS)
- 008 Examine and demonstrate how evidence-based practice is used to ensure systematic safe monitoring and delivery of person-centred care that is consistent with professional, ethical and legal frameworks. (NMC Platform1, 2) (KU GA PPP KTS SS CS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- 001 Assess acute and long-term conditions, recognising deterioration in a person's physical or psychological condition and act appropriately within the scope of their own knowledge, experience and role as a nursing associate. (NMC Platform 1, 2, 3, 4) (KU PPP SS CS)
- 002 Demonstrate understanding of the challenges in providing holistic safe nursing care for people of all ages with co-morbidities or complex care needs across a wide range of integrated care settings and systems. (NMC Platform 1, 2, 3, 4, 5, 6) (KU GA PPP KTS SS CS)
- 003 Analyse how epidemiology and demographic data inform public health interventions and policy to reduce health inequalities and promote health and well-being outcomes across the life course. (NMC Platform 1, 2, 4,6) (KU PPP SS CS)
- 004 Apply and reflect on the principles of safe and effective medicine management, and optimisation of medicines in accordance with local and national policies ensuring patient safety across the life course. (NMC Platform 1, 3, 5) (KU GA PPP KTS SS CS)
- 005 Utilise specialist functional knowledge to deliver care, ensuring the safety of individuals, families and carers across the life course and taking appropriate action regarding safeguarding concerns. (NMC Platform 1, 2, 3, 4, 5, 6) (KU GA PPP KTS SS CS)
- 006 Examine how evidence from theory, research and practice contributes to risk monitoring and the implementation of quality improvement strategies which are consistent with professional, ethical and legal frameworks. (NMC Platform 1, 2, 3, 4, 5, 6) (KU GA PPP KTS SS CS)
- 007 Demonstrate development of enquiry-based skills and reflect on their personal/ professional knowledge, growth, self-direction, autonomy, leadership and competence in professional practice and learning. (NMC Platform 1, 2, 3, 4, 5, 6) (KU GA PPP KTS SS CS)
- 008 Analyse and implement strategies to enhance resilience in oneself and others, including stress management, reflective practice, emotional intelligence and supportive communication whilst maintaining their own professional

development. (NMC Platform 1, 2, 3, 4, 5, 6) (KU GA PPP KTS SS CS)

- 009 Reflect on how social, ethical and environmental factors impact on professional decisions, applying ethical principles and advocating for sustainable practices within the context of person-centred care and professional practice. (NMC Platform 1, 2, 3, 4, 5, 6) (KU GA PPP KTS SS CS)
- 010 Demonstrate achievement of the Nursing associate (NMC 2018) apprenticeship standard by successfully compiling, completing, and submitting a professional portfolio of evidence that critically reflects the integration and application of knowledge, skills, and behaviours required for safe, person-centred care across the life course and across integrated care systems. (KU GA PPP KTS SS CS)

How will you learn?

Learning methods

The programme, provides opportunities for learners to take an active role in their learning and assessment through enquiry-based learning, digital learning technologies, reflection, experiential and problem-based learning, practice placements and group work to support peer learning. The learning strategy is designed to engage learners through a diverse range of methods and strategies and encompassing all learning environments within this programme. These strategies cater to different learning styles, promoting both academic growth, skills development and practical application of knowledge. The programme integrates a combination of visual, auditory, and kinesthetic learning approaches, alongside collaborative and self-directed study to ensure that all learners have the opportunity to thrive. The plethora of learning approaches include examples of active, experiential and problem-based learning which are designed to interactively engage learners and promote continued development throughout the programme. The curriculum encourages active learning by incorporating real-world scenarios and enquiry-based learning (EBL). Through EBL, Enquiry-based learning develops critical thinking and problem-solving skills utilising complex, real-world scenarios to apply their theoretical knowledge to practical contexts. Learners will collaborate in small groups, actively engaging with their peers to enhance their communication and teamwork skills. The programme also promotes independent and self-directed learning, allowing learners to explore topics beyond the classroom through research, readings, and online resources. The integration of scaffolding techniques will encourage learners to revisit key threshold concepts and reinforce long-term retention and deeper learning.

Kinesthetic learning opportunities are also embedded through simulated learning activities within the University of Westminster's state-of-the-art simulation suite, equipping learners with a range of techniques and methodologies appropriate for their programme. Simulated practice learning activities will allow learners to directly engage with skills development in a 'safe' space where they can rehearse skills in advance of practice-based learning in external placements. Reflection on practice will be evidenced through structured reflective activities including reflection on inter-professional learning and the roles of other health and social care professionals. Simulation and practice-based learning will help the learner to develop the skills to respond to the needs of individuals of all ages and the ever-changing health and social care landscape.

Learners will explore wider cultural and social issues and their own understanding of equality, diversity, and inclusivity. They will also learn how these relate to local, national, and global challenges in health, and social care. Implications for nursing associate practice will also be addressed. These opportunities, which extend beyond subject disciplines both within and outside the University, also provide an effective framework within which diversity and inclusion are explored and contribute to the provision of an equitable and stimulating learning experience. The NMC (2023) requirement to provide care that is person-centred, non-discriminatory, and inclusive to people of all ages and from diverse backgrounds, cultures, and beliefs is embedded throughout the programme and learners will be provided with opportunity to explore this. Enquiry based learning using culturally diverse scenarios written and co-created with experts by experience will help to facilitate this.

The School of Life Sciences is committed to the University of Westminster Equality, Diversity and Inclusion (EDI) policy with a local implementation based on three central elements:

- Our commitment is to ensure an inclusive, safe and supportive learning, working and social environment which enables scientific research and teaching to flourish and encourages our future scientists and clinical professionals to grow and realise their true potential.
- Our goal is to empower all learners and colleagues to critically reflect on their understanding and positionality, with respect to the wide-ranging global scientific perspectives (past and present); encouraging the open debate of differing points of view.
- Our pledge is to respect and value our diverse Life Sciences community (within and beyond the University of Westminster) and foster an equitable culture as we move forward in the field.

These three elements inform and direct all our learning, teaching and research activities and have been central to our course design process as can be seen in the learning outcomes at course and module level. All colleagues and learners

in the School of Life Sciences are expected to embrace and respect these values and reflect these in their teaching methods.

Integral to the nursing associate role is the ability to support people to improve and maintain their mental, physical, behavioural health and wellbeing. They are actively involved in the prevention of disease and reduction of health inequalities. They are required to deliver care plans to individuals across the lifecourse from diverse cultural, social and belief systems. The curriculum will represent and address this diversity through practice-based scenarios whilst challenging myths and stereotypes around the basis of illness and disease and the social determinants of health. Furthermore, the learners themselves will have a range of nursing experiences bringing diversity and richness to their shared learning experiences. The learners will also share learning and experiences with learners on the Foundation Degree Nursing Associate (direct entry route) and will share simulated practice activities with learners on other professional health care programmes adding to the diversity of their learning experiences and thereby helping to promote a culture of collaboration and an integrated approach to care. This in turn will help to ensure that they develop the knowledge, skills and behaviours required of a registered nursing associate whereby they will be required to proactively collaborate with colleagues of other disciplines and agencies.

In alignment with our commitment to equality, diversity, inclusion and sustainability, this programme will promote open discussions on culture, diversity, and inclusion. Case study scenarios will ensure that local populations are represented ensuring a contemporary and authentic curriculum. Curriculum content in term one of the programme will focus on professional issues, helping the learners to develop critical awareness of stigma and potential bias, and challenge these inequalities.

Practice learning opportunities will support this inclusive curriculum. Learners will have a home base practice area but will be supported to undertake a minimum of 20 per cent of the programme time, (minimum of 1150 hours in practice based learning across the programme) which is assured protected learning time in external practice placements. Practice based learning placements will enhance the development of cultural competence and diverse skills and knowledge required for a registered nursing associate in alignment with NMC (2023) requirements.

Learners will also be able to complete protected independent learning time during university study days and have opportunity to access the library when attending campus for 'off-the-job' learning. independent 'protected' learning time will allow learner the opportunity to make full use of online activities and resources provided via the Blackboard Virtual Learning Environment.

Teaching methods

A variety of teaching methods and approaches are employed throughout the programme including lectures, seminars, group activities, case studies, enquiry-based teaching, online video tutorials, simulated activities, practice-based teaching and guest speaker sessions. The digital and online resources containing captions will provide additional support for auditory learners, while supplementary visual aids such as infographics, diagrams, and interactive presentations will support learners who benefit from visual stimuli, ensuring full accessibility. By offering various formats for content delivery, this will help to ensure that curriculum content and resources are accessible to a wide range of learners. The teaching methods utilized are diverse and flexible to enable all learners to best demonstrate their skills, knowledge and abilities. Teaching materials will include examples from a variety of cultures to align with the University's Education Strategy. Experts by experience and practitioners will be involved in the writing of scenarios and case studies that will be used for teaching purposes, thereby supporting an inclusive curriculum.

Teaching methods aim to equip learners with the skills, knowledge, attributes and professional values required to meet the Nursing and Midwifery (NMC) requirements (NMC 2023). The design and delivery of the curriculum has incorporated relevant global trends and developments in health and social care, reflective of the diverse and changing demographics within practice and academic communities. Additionally culturally diverse scenarios and case studies will be used. There will be ongoing evaluation of the impact of these approaches to teaching and learning activity within the curriculum.

Simulation and practice-based learning facilitate the development of knowledge, skills and behaviours in accordance with the Standards of proficiency for nursing associates (NMC 2023) and the Nursing Associate Occupational Standard (IfATE, 2019) and will help prepare the learner to respond to complex care needs and the ever-changing health and social care landscape.

The University of Westminster uses the Blackboard Virtual Learning Environment (VLE) which functions both at a course and modular level with every course and module having a dedicated Blackboard site, all accessible from the user's homepage. Module Blackboard sites host teaching sessions that are delivered online but also act as a focal point for interaction between staff and learners away from the classroom environment. They contain administrative and teaching content for the module, allow learners to participate in learning activities and interact with staff and their peers in open discussion for a. Blackboard is also used to manage the online submission of coursework, plagiarism checking and return of learners marks via the grade centre, improving the flexibility of learners access and learning.

In line with the University's commitment to Authentic Learning, learners are immersed in professionally relevant, practice-

based contexts throughout the programme either within simulated practice contexts or the reality of practice-based learning placements in health and social care settings. The curriculum is designed to reflect real-world nursing associate practice, supported by enquiry-based learning, co-creation with experts by experience, and simulation activities that are grounded in contemporary health and social care. These strategies ensure that learning remains meaningful, situated, and directly applicable to the workplace, fulfilling the University's strategic goal of providing education that is authentic and transformative.

Assessment methods

The assessment methods adopted in this programme assess the learning outcomes detailed in each constituent module of the course and provide learners with opportunities to assess their own personal and professional development. Each module will have a component of formative (not marked/not graded assessment) and summative assessments (marked/graded assessment). The formative assessments will provide learners with feedback, allow them to assess their own learning needs and confidently explore the varied types of activities integrated into each module. Formative assessments will be aligned to the summative assessments to provide opportunities for feedback prior to the summative assessment.

The assessment methods across the course are diverse and flexible to enable all learners to best demonstrate their knowledge and abilities as well as skills. Therefore, assessments will vary across modules to include a mix of assignments, including written assignments in the form of workbooks, case studies and reflective reports along with Objective Structured Clinical Assessments (OSCs), posters, presentations and in class tests. Overall, the assessment methods are constructively aligned with the teaching methods and are designed, to assess learners' academic literacy skills, progression, knowledge and understanding of curriculum content. In addition, their analytical, critical reflection and evaluation skills will also be assessed. These assessments and Assessments of Practice are scaffolded to help learners develop their confidence, knowledge and understanding of the application of both subject-specific knowledge and transferable skills in practice-based learning. In accordance with NMC (2023) requirements practice based learning comprises 50% of the programme. In practice, learners will have an identified practice assessor and practice supervisor who will be a registered nurse in accordance with the Standards for Student Supervision and Assessment (SSSA, NMC 2023).

At the start of the programme learners will also complete an individual learning plan to help benchmark progress across the programme and this will be used for tripartite reviews with the learner, their employer/practice assessor and personal tutor/academic assessor where progress and development will be discussed. The programme itself aims to give learners the best opportunities for gaining the knowledge, skills, and experience to enable them to successfully achieve the apprentice standard, thus qualify and register as a nursing associate.

The work-based learning modules, i.e. Professional Practice One (Level 4; 60 credits) and Professional Practice Two (Level 5; 60 credits) have the module learning outcomes in each module assessed by the employer. This in accordance with NMC (2024) requirements whereby it is required that the standards of proficiency are assessed in practice-based learning environments. To support this, the University in collaboration with employers and practice learning partners provides comprehensive practice assessor and practice supervisor training to employers annually. This includes guidance on supporting and assessment of students in practice and the application of NMC (2023) Standards for student supervision and assessment.

Each apprentice is supported by an assigned practice assessor who assesses them in practice and an academic assessor who supports, monitors and affirms the apprentice's progression across the programme. The academic assessor is an academic member of the programme team who works closely with both the apprentice and their practice assessor. This academic provides ongoing guidance for the successful completion of the modules, including reviewing draft assessment criteria and offering feedback on marking when required. The final learning outcome for the programme involves the submission of a portfolio that evidences the learner's development and achievement. This is assessed and moderated by the assigned academic assessor, in partnership with the employer.

End point assessment gateway (EPA)

Learners on the Foundation Degree Nursing Associate Apprentice undertake an integrated End Point Assessment to complete the apprenticeship.

This apprenticeship has a fully integrated EPA. The EPA will use the assessment arrangements in use for other entry routes into this occupation and will be completed simultaneously, as outlined in this end-point assessment plan. Alignment of the integrated EPA is permitted because the following criteria are met:

1. Parliament has prescribed that the occupation (profession) must be regulated, and a statutory regulator has undisputed control of access to the occupation.
2. The fully integrated EPA meets the requirements of an apprenticeship.

The end-point assessment (EPA) assesses whether apprentices have also passed the apprenticeship, and is based on the same professional knowledge, skills and behaviours as the occupational standard. The EPA for the nursing associate higher apprentice is fully integrated. The end-point assessment plan for Nursing Associate, fully integrated apprenticeship standard. It is embedded the England PAD. Therefore, the PAD comprises the end-point assessment for Nursing Associate apprentices.

The EPA gateway begins when the employer and the NMC Approved Education Institution (AEI) are satisfied that the apprentice has consistently demonstrated they meet the KSBs of the occupational standard. Additional requirements are that the apprentice has achieved:

- Achieved English and mathematics at Level 2 (this is part of the entry requirement for the programme)
- Completion of all required modules, taking into account any Recognition of prior learning (RPL), of the foundation degree approved by the Nursing and Midwifery Council in line with the requirements specified in the Nursing Associates Programme Standards (NMC 2023) which includes the mandatory protected learning time and a minimum 460 hours of external practice placements but before the AEI's examination board
- Practice Assessment Document (PAD) completed and signed off by their practice and academic assessor.

The EPA is normally within one month of confirmation that the apprentice has met the KSBs for the occupational standard. The FdSc Nursing Associate Higher Apprentice therefore starts with the progression and award board and finishes when the AEI makes the required declarations to the NMC. The apprentice is not required to carry out any additional assessments.

After consideration and the final decision of the progression and award board the University puts the apprentice forward to the Nursing and Midwifery Council for their name to be added to the NMC's professional register.

The assessment strategy is intentionally designed to reflect the principles of Authentic Assessment, ensuring that learners are evaluated through assessments that align to the roles and responsibilities as well as the knowledge and skills required of registered nursing associates. These include practice-based portfolios, Objective Structured Clinical Assessments (OSCA's), reflective case analyses, and evidence-based problem-solving, all of which develop and assess the knowledge, skills, and behaviours required in professional contexts. Assessment is embedded as a formative and developmental process, aligned with workplace realities and supported through feedback from practitioners and academic staff.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 002, 002, 003, 004, 005, 006, 007, 008, 009, 010
Literate and effective communicator	001, 001, 002, 002, 003, 004, 004, 005, 005, 006, 006, 007, 007, 008, 008, 009, 010
Entrepreneurial	006, 007, 009, 010
Global in outlook and engaged in communities	001, 002, 003, 003, 004, 004, 005, 005, 006, 006, 007, 007, 008, 008, 009, 010
Socially, ethically and environmentally aware	001, 003, 003, 004, 005, 005, 006, 007, 007, 008, 008, 009, 010

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated, you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level, for example, where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	UK credit	ECTS
4NURS010W	Completion of Required Programme Hours One	Core	0	0
4NURS003W	Developing Personal, Professional and Academic Skills for Person Centred Care	Core	20	10
4NURS002W	Professional Practice One (Nursing Associate Apprenticeship)	Core	60	30
4NURS005W	Psychology and Sociology of Health and Well-being for Healthcare Practice	Core	20	10
4NURS004W	Sciences Underpinning Professional Practice	Core	20	10

Level 5

Module Code	Module Title	Status	UK credit	ECTS
5NURS010W	Completion of Required Programme Hours Two	Core	0	0
5NURS004W	Evidence Based Practice	Core	20	10
5NURS006W	Medicines Management	Core	0	0
5NURS002W	Professional Practice Two (Nursing Associate Apprenticeship)	Core	60	30
5NURS003W	Recognising and Responding to Illness and Injury Across the Lifecourse	Core	20	10
5NURS005W	Transitioning to Registered Nursing Associate	Core	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The Foundation Degree Nursing Associate is regulated and approved by the Nursing and Midwifery Council (NMC).

Course management

This programme is one of a number of programmes in the School of Life Sciences, part of the College of Liberal Arts and Sciences within the University of Westminster, and is managed by a designated programme leader. In addition to the programme specific role of the programme leader, the Head of School, the Associate Heads of College, and other senior school staff also provide support and management at their respective levels. We also have a school employability director and global engagement coordinators who oversee employability and international study opportunities respectively. The programme leader is also collectively supported in the management and running of the course by the course teaching team through their responsibilities for individual modules and contributions to planning. Learners will meet their programme leaders, the teaching team and members of the school senior management team during induction during arrivals week. During this induction week, a programme of events is designed to help you with enrolment, registration, and orientation to the University, its processes and the culture of higher education.

The apprenticeship programme is monitored each year by the programme leader and senior members of the School and College to ensure that it is running effectively and that issues that might affect the apprentice experience have been appropriately addressed. Each course will have Course Representative meetings throughout the year and staff will consider the outcomes from these meetings, evidence of apprentice progression and achievement and the external examiner's reports to evaluate the effectiveness of the course. All programmes are reviewed annually as part of the School, College and University Annual Monitoring processes, reporting finally to the Academic Council of the University which has overall responsibility for the maintenance of quality and standards in the University.

Academic regulations

The current Handbook of Academic Regulations is available at <https://www.westminster.ac.uk/current-students/guides-and-policies/academic-matters/academic-regulations>

Programme specific regulations also apply to this to this programme in accordance with the requirements of the Nursing and Midwifery Council (NMC 2023, 2024).

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Programme Handbook, which provides detailed information about the course. Each course has a programme leader. All Apprentices enrolled on a full-time course and part-time Apprentices registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where Apprentices access their course materials and can communicate and collaborate with staff and other Apprentices. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-Apprentices/studies/your-apprentice-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports Apprentices in developing the skills required for higher education. As well as online resources in Blackboard, Apprentices have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at <https://www.westminster.ac.uk/current-students/studies/study-skills-and-training>

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Apprentices can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Apprentices can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Apprentices can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Apprentice and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international Apprentices and the chaplaincy providing multi-faith guidance. Further information on the advice available to Apprentices can be found at <https://www.westminster.ac.uk/apprentice-advice>

The University of Westminster Apprentices' Union also provides a range of facilities to support Apprentices during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/Apprentices-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved conjointly by a University Validation Panel and the Nursing and Midwifery Council (NMC). University Panels normally include internal peers from the University academic(s) from another university and an apprenticeship advisor. Your programme panel also included students and a user of services. The NMC panel was made up of three registrant visitors and one lay visitor.

The programme is also monitored each year by the College to ensure it is running effectively and that issues which might affect the apprentice experience have been appropriately addressed. Staff will consider evidence about the programme, including the evidence of apprentice surveys, apprentice progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A programme revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Apprentices meet with revalidation panels to provide feedback on their experiences. Apprentice feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on apprentice feedback?

Apprentice feedback is important to the University and apprentice views are taken seriously. Apprentice feedback is gathered in a variety of ways.

- Through engagement activities at Course/Module level, apprentices have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers.

- The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting apprentice experience across the School. Student representatives are also represented on key College and University committees.;
- All apprentices are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate Apprentices will be asked to complete the National Student Survey which helps to inform the national university league tables.

Feedback Surveys

The Apprenticeship Operations Coordinators send the learners and their employers a feedback survey to complete twice a year. The responses are collated and discussed with the course team and feed into the internal quality assurance processes of the University of Westminster.

experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©

Additional Details

Entry Requirements:

The NMC entry requirements for a Nursing Associate (Apprenticeship) Foundation Degree Programme will apply to this programme. Therefore, applicants will be required to have:

- Functional Skills English level 2 or equivalent (e.g. key skills adult literacy level 2; GCSE English Grades A, B or C / 4 -9; CSE English Grade 1; Standard Grade 1 or 2; SCQF level 5 in English)
- Functional skills mathematics level 2 or equivalent (e.g. key skills adult numeracy level 2, GCSE mathematics Grades A, B or C / 4-9, CSE Mathematics Grade 1; Standard Grade 1 or 2; SCQF level 5 in mathematics).

In addition to a relevant level 3 qualification such as:

- A Level: Grade C or above in one A Level in an appropriate subject area.
- BTEC National Diploma in a relevant subject (Double P)
BTEC Extended Diploma in a relevant subject (Triple P)
- NVQ at Level 3 or above in Care or a related subject
- An Accredited Access to HE Diploma (pass with at least 45 credits at level 3)
- Level 3 Apprenticeship in Health and Social care (Merit or above)

Other qualifications (including the Care Certificate and Health Education England-approved Bridging Programme), alongside relevant and substantial work experience, will be considered on an individual basis.

Certificate of Higher Education (Cert HE) Healthcare Studies, does not lead to eligibility for NMC registration

It is also an entry requirement for this programme that prospective apprentices be able to provide documentary evidence at application that their employer undertakes to support the apprentice in the completion of Foundation Degree Nursing Associate Apprenticeship and that their employer will support the apprentice in achieving the required practice learning hours in external placements in addition to the 20% Off the Job learning that will take place at the University. This evidence will be required regardless of entry level and will be reviewed annually.

Admissions Requirements

There are standard minimum entry requirements for all undergraduate courses. Apprentices are advised to check the standard requirements for the most up-to-date information. For this programme, the selection process includes an interview which provides opportunity for you to demonstrate your strengths and readiness for the programme in addition to any formal entry requirements. More information can be found here:

<https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Admission Initial Assessments

Prospective candidates for the Apprenticeship route must possess recognised Level 2 qualifications in Maths and English. This is part of the entry and admission requirements. These qualifications are assessed by the University Apprenticeships Operations Coordinators prior to commencement of study.

In addition to the standard application process and checks for Foundation Degree Nursing Associate Apprenticeship programme once an offer has been made a Training Needs Analysis (TNA) is completed by the learner. This is provided as a self-assessment form by the University of Westminster Apprenticeships Operations Coordinators and viewed on completion by a course academic representative. The TNA enables the learner to provide details of their existing knowledge and experience in relation to the Level 5 Nursing Associate (NMC 2018) Standard. If the learner has aligned existing Level 4 qualifications they can apply for Recognition of Prior Learning or Recognition of Prior Experiential Learning, that if accepted will give exemption for one year of study. Additionally, learners are encouraged to undertake a self-awareness task with their workplace mentor to include:

- 360-degree feedback
- SWOT analysis
- Skills Gap Analysis
- Review of current skills against job description/role requirements
- Review of a current personal development plan

Ultimately the TNA assists with personalisation of learning and development against the Level 5 Nursing Associate (NMC 2018) Standard.

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: <https://www.westminster.ac.uk/current-Apprentices/guides-and-policies/apprenticematters/recognition-of-prior-learning>

The external examiner will be required to scrutinise and provide feedback on all RPL and RPEL applications. This will be reflected within the external examiner contract.

The external examiner(s) will also assess modules and learner work from all levels of study as well as undertake visits to practice learning environments. This will be reflected in the external examiner contract.

Off-the-Job (OtJ) Learning

Learners on this course are required to have off-the-job training for the duration of the course. This means that a percentage of their contracted working hours must be used for development activities aligned with the Apprenticeship Standard for this course. During University term- times, the day-release to the University counts towards the required training OtJ learning.

The Nursing and Midwifery Council (NMC 2023) requires that University ensures the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies. This requires that the apprentices achieve a minimum of 1150 theory hours and a minimum of 1150 practice learning hours across the programme. A minimum total of 2300 hours across the programme.

The NMC (2023) also requires that nursing associate students, via work-placed learning routes:

- are released for a minimum of 20 per cent of the programme for academic study
- are released for a minimum of 20 per cent 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
- for the remainder of the required programme hours, protected learning time must be assured.

Therefore, apprentices will complete the majority of practice learning hours in external placements. Hours in their home base placement will only count towards practice learning hours if the apprentice is supernumerary and not working there

as in their employed role but as an apprentice.

Other examples of activities that can be used for off-the-job training in addition to external practice placements include:

- Job shadowing.
- Attending meetings
- Project work.
- Professional networks.
- Events and competitions.
- Spoke visits to other practice-based learning environments within health and or social care settings
- Reflection and writing self-assessments.
- Writing assignments.
- Reflective accounts and portfolio writing.
- Revision.
- Peer discussions.
- Preparation for Assessments & Exams.

Activities included are guided by the Department for Education and could be subject to change. The Apprenticeships Team will provide up-to-date guidance to you during your programme.

Tripartite Progress Reviews

When apprentices begin their studies, they receive guidance during an induction on how to use software for recording their off-the-job training hours and activities. Following this, each apprentice, along with their workplace practice assessor and their University of Westminster Academic Assessor, participates in tripartite reviews every three calendar months. These are scheduled online meetings, arranged in advance at a time that is convenient for everyone involved. During the tripartite review, there is a discussion about the apprentice's progress in all aspects of the course, including their off-the-job training requirements. All topics covered in the meeting are documented, and any questions or issues that arise are promptly addressed, either in the workplace or at the university, as appropriate.

Breaks in Learning

In line with University of Westminster policy for the interruption of studies, learners may request and take a break in learning. However, this is usually no more than one academic year in duration, and requests are dealt with on a case-by-case basis. Apprentices inform the programme leader and their Apprenticeship Operations Coordinator of the intended break, and the relevant document are completed to record a break in learning from the apprenticeship and interruption of studies for the purposes of University of Westminster, Fitzrovia Registry records.

Award Titles

If a student has passed all 240 programme credits, they may be awarded the title of Foundation Degree Nursing Associate.

A student who has passed at least 120 credits may be awarded the Certificate of Higher Education (Cert HE) Healthcare Studies.

Note: Certificate of Higher Education (Cert HE) Healthcare Studies does not lead to eligibility for NMC registration

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