

# Programme Specification: Nursing Associate FdSc

UNIVERSITY OF  
WESTMINSTER

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"><li>Foundation Degree - Nursing Associate</li></ul> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"><li>Certificate of Higher Education (CertHE) - Healthcare Studies</li></ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	QAA Subject Benchmark statement for Health Studies (April 2024)
<b>Professional statutory or regulatory body</b>	Subject to confirmation of approval from the Nursing and Midwifery Council (NMC)
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"><li>Nursing Associate, Full-time, September start - 2 years standard length</li></ul>
<b>Valid for cohorts</b>	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.

The programme comprises theory modules and practice modules. In each year there is a professional practice module. These modules are 60 credit modules. It is within these modules that the practice-based learning hours are achieved. In each year students must achieve a minimum of 575 hours of practice-based learning.

Students must also achieve a minimum of 575 hours of theory-based learning. There are some theory hours within the professional practice modules, but the majority of the theoretical learning hours are located within the theory modules. There is no practice-based learning within the 20 credit theory modules.

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

## **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 the Nursing Associate Foundation Degree 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 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 your 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 to enable students to engage with real-world challenges through the direct application of knowledge in practice-based environments, co-created 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.

Graduates from this foundation degree will be eligible for registration with the NMC (subject to confirmation of approval) 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. Learner 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 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:

- LO1 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 )

- LO2 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 )
- LO3 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 )
- LO4 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 )
- LO5 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 )
- LO6 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 GA PPP SS )
- LO7 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 )
- LO8 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:

- LO1 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 )
- LO2 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 )
- LO3 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 )
- LO4 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 )
- LO5 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 )
- LO6 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 )
- LO7 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 )
- LO8 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 )
- LO9 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 )

**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 be required to complete a minimum of 1150 hours in practice based learning across the programme 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.

## 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 (OSCAs), 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).

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 (OSCAs), 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.

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 qualify and register as a nursing associate.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	LO1, LO2, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9
Literate and effective communicator	LO1, LO1, LO2, LO2, LO3, LO4, LO5, LO5, LO6, LO6, LO7, LO7, LO8, LO8, LO9
Entrepreneurial	LO6, LO7, LO9
Global in outlook and engaged in communities	LO1, LO2, LO3, LO3, LO4, LO4, LO5, LO5, LO6, LO6, LO7, LO7, LO8, LO8, LO9
Socially, ethically and environmentally aware	LO1, LO2, LO3, LO3, LO4, LO4, LO5, LO5, LO6, LO7, LO7, LO8, LO8, LO9

## 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
4NURS003W	Developing Personal, Professional and Academic Skills for Person Centred Care	Core	20	10
4NURS001W	Professional Practice One (Nursing Associate)	Core	60	30
4HMNT004W	Psychology and Sociology of Health and Well-being	Core	20	10
4NURS004W	Sciences Underpinning Professional Practice	Core	20	10

### Level 5

Module Code	Module Title	Status	UK credit	ECTS
5NURS004W	Evidence Based Practice	Core	20	10
5NURS006W	Medicines Management	Core	0	0
5NURS001W	Professional Practice Two (Nursing Associate)	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

Subject to confirmation of approval from 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 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 student 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 student progression and achievement and the external examiner's reports to evaluate the effectiveness of the course. All courses 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 [westminster.ac.uk/academic-regulations](https://westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

## 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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students 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). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

## Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

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

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

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their 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**

### **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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