

DEFINITIVE COURSE RECORD

Course Title	FdA Health and Wellbeing (Nursing Associate)
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	Nursing and Midwifery Council (NMC)
Credit Structure ²	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time
Standard Length of Course ³	2 years full-time
Intended Award	FdA Health and Wellbeing (Nursing Associate)
Named Exit Awards	CertHE Health and Wellbeing
Entry Requirements ⁴	• Typical Offer: Evidence of academic certification at Level 3 or RPEL equivalent to six months full-time clinical practice (usually equal to 975 hours). • Maths and English GCSE 4-9 (A-C) or Functional Skills Level 2. • A satisfactory enhanced Disclosure and Barring Service (DBS) and occupational health checks. • Two satisfactory references. • An interview with the course team. This course is not open to visa sponsored students (those students sponsored by the University under the student route)
Delivering Institution(s)	University of Suffolk
UCAS Code	L611

This definitive record sets out the essential features and characteristics of the FdA Health and Wellbeing (Nursing Associate). The information provided is accurate for students entering level 4 in the 2026-27 academic year⁵.

Course Summary

The Foundation degree is an employment-based higher education qualification set out by the Department for Education and Skills. It offers students a mix of work-related specialist skills and academic study. Graduates of the FdA Health and Wellbeing (Nursing Associate) will be

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy and further details about Disclosure and Barring Checks \(DBS\) can be found on the University's DBS webpage](#).

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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well placed to take advantage of a variety of career openings which exist in the health and care arena.

The motivation for this programme is to create for students a clear framework for practice that is underpinned by knowledge, skills, appropriate professional attitudes and accountability, critical evaluation and reflection. This is encouraged through the use of relevant and current research/literature to support students' learning. Students will be exposed to a variety of teaching, learning and assessment methods that will link theory to practice and practice to theory and place the service user at the centre of the learning.

It is envisaged that on completion of the course, students will be working at the level of a senior care worker or band 4 worker. These are workers that deliver care to service users under the direct supervision of a registered practitioner, with a level of knowledge and skill beyond that of the traditional health and care support worker. They take some tasks from registered professionals and may work across many of the traditional professional boundaries. They will also be registered with the NMC as a Nursing Associate.

In providing this course, the University and the course team aim to:

1. To provide the students with the knowledge, understanding and associated skills that will enable them to work effectively, flexibly and responsively within their work arena.
2. To enable students to recognise the scope, depth and breadth of their knowledge and skills within the interprofessional team.
3. To provide the students with an appropriate understanding of the regulatory and legislative framework for care pertinent to their role.
4. To provide opportunities for students to develop key skills to prepare for further study and / or employment and lifelong learning.
5. To encourage the students to become active learners, thus learning through practice, rather than learning to practice.
6. To provide the students with the opportunity to explore methods of research relevant and appropriate to the care setting.
7. To enhance the students' communication and interpersonal skills.
8. To facilitate the students understanding of leadership skills to enable the individual to respond flexibly to organisational and personal change.
9. To develop within the students' enthusiasm for higher education learning.
10. To ensure that the student can contribute to meeting the challenges of enhancing health care delivery.
11. To provide students with a recognised higher education qualification, which provides the opportunity to access an honours degree and / or a professional qualification.

Course Learning Outcomes

The following statements define what students graduating from the FdA Health and Wellbeing (Nursing Associate) course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 5 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

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On successful completion of the Foundation Degree, students will be able to:

Knowledge, understanding and cognitive skills

1. Apply knowledge of biological science including anatomy, physiology and pharmacology to safely deliver person-centred care across the lifespan in diverse contexts
2. Apply knowledge and understanding of human development, aging, death, social and behavioural sciences to the delivery of nursing practice across the life-span
3. Recognise commonly encountered mental, physical, behavioural and cognitive health conditions and apply their knowledge of these to the delivery of person-centred care across the life-span
4. Apply knowledge and understanding of co-morbidities' and complex nursing, health and social care needs across the lifespan
5. Apply the principles of health promotion, protection, prevention and improvement to identify and respond to health priorities across diverse communities and the health-illness continuum
6. Apply knowledge and understanding of local and national policy, legal, ethical, regulatory and professional frameworks and their application to contemporary nursing practice
7. Apply evidence-based nursing practice to safely, effectively, with sensitivity and compassion deliver person centred care across the lifespan
8. Apply evidence-based practice to inform problem-solving, individual and shared decision-making in diverse situations
9. Evaluate reflective practices, to develop resilience and take responsibility for own learning and continuing professional development

Key/ transferable/ lifelong learning skills

10. Apply numeracy, literacy, digital and technology skills to own learning and professional clinical practice
11. Effectively utilise communication and relationship management skills which promote optimum engagement with people of all ages, with diverse needs and limitations
12. Work in partnership with people, families and carers and as an active and equal partner in inter-professional team-working

Skills and capabilities related to employment

13. Demonstrate professional values, competence, confidence and autonomous nursing practice enabling the delivery of safe and effective care underpinned by the NMC (2018) [Standards of proficiency for nursing associates](#)
14. Recognise own role in safeguarding vulnerable individuals and apply a professional duty of candour, to escalating concerns and learn from critical incidents to ensure public protection
15. Develop and apply leadership and team working skills to safely delegate care and contribute to risk monitoring and implementation of service improvements

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Course Design

The design of this course has been guided by the following Professional Standards

- NHS Knowledge and Skills Framework
- Skills for Health
- Nursing and Midwifery Council (NMC)

Course Structure

The FdA Health and Wellbeing (Nursing Associate) comprises modules at levels 4 and 5.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

	Module Title	Credits	Module Type
Level 4 modules			
	Introduction to Professional Practice	20	Mandatory
	Inclusive Communication for Professional Practice	20	Mandatory
	Human Anatomy and Physiology	20	Mandatory
	Foundations of Acute and Long Term Conditions	20	Mandatory
	Practice Learning 1	40	Mandatory
Level 5 modules			
	Supporting the Safe Management of Medicines	20	Mandatory
	Holistic Health and Wellbeing Across the Lifespan	40	Mandatory
	Research and Leadership for Professional Practice	20	Mandatory
	Practice Learning 2	40	Mandatory

Awards

On successful completion of the course, students will be awarded a FdA Health and Wellbeing (Nursing Associate). Students who leave the course early may be eligible for a CertHE Health and Wellbeing on successful completion of 120 credits including all mandatory modules at level 4.

Course Delivery

The course is delivered at the Ipswich campus face to face and online. Students studying full-time on FdA Health and Wellbeing (Nursing Associate) should expect to have approximately 150 tutor-structured learning hours for level 4 and 150 tutor-structured learning hours for level 5. In addition, students will be expected to engage with about 100 hours of on-line learning activity for each level, and students will normally be expected to undertake 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

Placements

Placements will be planned to provide opportunities to work in different settings and contexts with a variety of multi-professional teams in order to foster a positive practice learning experience. Students will have a range of placements throughout the course that reflect the

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varied working environments available to a Nursing Associate. The placement process will be informed by the NMC requirements of 1150 practice hours.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 80% coursework (including essays, presentations, group work, and research projects) and 20% examinations.

Special Features

On successful completion of the FdA Health and Wellbeing (Nursing Associate) are eligible to apply for registration with the NMC.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

Students undertaking the FdA Health and Wellbeing (Nursing Associate) will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£8,472 per year
Full-time EU/International	£15,900 per year

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy. Students are likely to incur costs for travelling to placement, and learning materials such as printing, books and stationery.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).