



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

**Pre-registration nursing associate qualification
leading to:**

Nursing Associate

University of Roehampton

November 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	University of Roehampton Roehampton Lane London SW15 5PU				
AEI/EI Institution Identifier [UKPRN]	10007776				
Name and location of programme delivery partner(s) if not the AEI/EI noted above	N/A				
Name of new employer partners for apprenticeships	There are no new employer partners				
Approval type	Major modification				
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Nursing Associate	FdSc Nursing Associate	England <input checked="" type="checkbox"/> Level 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nursing Associate	FdSc Nursing Associate Apprenticeship	England <input checked="" type="checkbox"/> Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposed programme start date	20 September 2026				
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing associate programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.				
Date of visit	Desk-based review November 2025				
Visitor team	Registrant Visitor: Professor David Clarke				

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme(s). Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews.

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI or EI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI or EI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

For programme approvals, all standards within Part 3: Standards for pre-registration nursing associate programmes are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

Following a review, a draft report is shared with the AEI/EI for the purposes of confirming factual accuracy before the report is finalised.

This modification was undertaken as a desk-based review in November 2025.

Context for the review

The University of Roehampton (UoR) requested a major modification to the nursing associate programmes to align with its revised framework for programme design and delivery. The new framework requires programmes to move from 20 to 30-credit modules and to incorporate five pillars of student education.

The modification was informed by feedback from employer partners (EPs), students, and people who use services and carers (PSCs). Student evaluations highlighted the desire for additional opportunities to practise clinical skills in the UoR setting and engage with simulation activities. Therefore, two theory weeks of simulation have been added to the modified programmes. Feedback from PSCs and academic staff has resulted in a more explicit focus on mental health and learning disabilities in the indicative curriculum content.

The **final recommendation** made by the visitor to the NMC, following consideration of UoR's response to any conditions required is as follows:

Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The findings of the visitor's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** of the visitor following the desk-based analysis was as follows:

Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
	None			
Date for all conditions to be met to meet intended delivery date		N/A		

Joint conditions relate to both NMC standards and UoR's programme approval outcomes. All conditions must be met for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
	None			

Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ Joint
	None		

Explanation of findings for Part 3

1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.4	Ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	programmes who are currently a NMC registered nurse without restrictions on their practice.				
1.6	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recognition of prior learning metrics

Arrangements for the recognition of prior learning (RPL) remain the same and therefore not impacted by this modification. The academic regulations highlight that RPL is permitted. The regulations make it clear that for the FdSc Nursing Associate apprenticeship no more than 50% of the 240-credit programmes may be exempted through RPL.

Findings

1. The visitor considered the rationale for the modification, the narrative and evidence submitted and confirmed that Standards 1.1-1.5 are not impacted by the modification.
2. In considering Standard 1.6, the visitor reviewed the programme documentation including details of the academic support resources. The nursing associate programmes include appropriate support for students' development of numeracy, literacy and digital and technological literacy, including the use of a digital medicines calculation platform.
3. Based on the information made available, the visitor considers that UoR has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for nursing associates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Design and deliver a programme that supports students and provides an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Set out the general and professional content necessary to meet the Standards of proficiency for nursing associates and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Ensure that the programme hours and programme length are: 2.6.1 sufficient to allow the students to be able to meet the Standards of proficiency for nursing associates, 2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes 2.6.3 consonant with the award of a Foundation degree (typically 2 years).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.7	Ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.8	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Curriculum requirements

The direct entry nursing associate programme includes 548.5 theory contact hours, a minimum of 601.5 independent theoretical learning hours and 1,200 practice learning hours.

The nursing associate apprenticeship programme includes 548.5 theory contact hours, a minimum of 601.5 theoretical independent learning hours and 1,150 practice learning hours.

Both programmes meet the minimum number of hours for a 50:50 split of theory and practice learning.

Findings

4. The visitor considered the rationale for the modification, the narrative and evidence submitted and confirmed that Standards 2.1 and 2.2 are not impacted by the modification. Standard 2.9 is not applicable as the direct entry and apprentice nursing associate programmes are stand alone.
5. In considering Standard 2.3, the visitor reviewed the modified module documentation including the learning outcomes. All programme learning outcomes are appropriately mapped to the Standards of proficiency for nursing associates (SoPNA), (NMC, 2018).
6. In considering Standards 2.4 and 2.5, the visitor reviewed programme information, module specifications and mapping documents. The modified programmes involve changes to the number of modules, learning outcomes and credits. The evidence indicates that UoR has strengthened content across all four fields of nursing and the lifespan, and two weeks of simulation have been incorporated into the theoretical element of the programmes. The modification documentation includes a typical student practice learning journey and demonstrates diversity of experience. The modified modules are appropriately designed to enable students to meet the required SoPNA.
7. In considering Standards 2.6 and 2.7, the visitor confirmed that these standards are not impacted by the modification as the total requirement of a minimum 2,300 hours remains unchanged, and the minimum hours remain equally divided between theory and practice. UoR provided updated documentation to clarify the compulsory non-contact hours included in the programmes, which contribute to the required 2,300 hours.
8. In considering Standard 2.8, the visitor reviewed the revised programme documentation and module specifications. UoR's new framework includes technology-enhanced learning as one of its pillars, which has supported development of technology and simulation opportunities for the nursing associate programmes as part of this modification. The inclusion of simulation activity that contributes to the theory hours in each part of the programme is clearly documented in the module specification alongside other forms of technology-enhanced learning and assessment.
9. Based on the information made available, the visitor considers that UoR has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care to a diverse range of people across the lifespan and in a variety of settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	<p>Ensure that nursing associate students have protected learning time in line with one of the following two options:</p> <p>3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice</p> <p>3.4.2 Option B: nursing associate students, via work-placed learning routes:</p> <p>3.4.2.1 are released for a minimum of 20 per cent of the programme for academic study</p> <p>3.4.2.2 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</p> <p>3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning requirements

The direct entry nursing associate programme uses Option A, and nursing associate students are supernumerary when they are learning in practice.

The nursing associate apprenticeship programme uses Option B, and apprentices attend six, five-week external practice learning experiences which provide 1,125 hours of practice learning away from their host environment (with 25 hours of protected learning time in their host environment to make the total 1,150 hours).

10. Arrangements for practice learning for the programme have not changed as a result of the modification and therefore this standard was not considered.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for nursing associates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Assess students to confirm proficiency in preparation for professional practice as a nursing associate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.8	Ensure that there is equal weighting in the assessment of theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.9	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in Standards of proficiency for nursing associates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

11. The visitor considered the rationale for the modification, the narrative and evidence submitted and confirmed that Standards 4.1, 4.2, 4.4, and 4.7-4.9 are not impacted by the modification.
12. In considering Standard 4.3, the visitor viewed documentation in the form of an email that confirmed UoR has informed the NMC of the changes regarding the registered nurse or registered nursing associate responsible for directing the programme.
13. In considering Standard 4.5, the visitor reviewed the updated programme and module documentation, alongside mapping of the new modules to the SoPNA. The modified modules are appropriately designed to enable students to meet the required SoPNA. UoR confirmed there were no changes to learning in practice and that the practice assessment document and relevant arrangements for practice assessment were unchanged.

14. In considering Standard 4.6, the visitor reviewed the part two module - developing clinical practice. This module includes a digital platform to support student development and hosts the assessment. The examination is pass/fail and the module specification states the pass mark for this assessment is 100%.
15. Based on the information made available, the visitor considers that UoR has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2	Notify students during the programme that they have five years in which to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as is specified in our standards to register their award.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

16. Arrangements for the award of qualifications for programmes have not changed as a result of the modification and therefore this standard was not considered.

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