



# **Nursing and Midwifery Council Quality Assurance Review**

**Major Modification Report for:**

**Pre-registration nurse qualification leading to:**

**Pre-registration nursing - Child**

**Keele University**

**May 2025**

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## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	Keele University Keele Newcastle ST5 5BG				
<b>AEI Institution Identifier [UKPRN]</b>	10007767				
<b>Name and location of new programme delivery partner(s) if not the AEI noted above</b>	Not applicable				
<b>Name of new employer partners for apprenticeships</b>	There are no new employer partners				
<b>Approval type</b>	Major modification				
<b>Name of programme</b>					
NMC programme title	AEI programme title(s) (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Child	BSc (Hons) Nursing (Children's)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Interim awards available</b>	
There are no interim awards for this qualification that lead to NMC registration	
<b>Proposed programme start date</b>	22 September 2025
<b>Standard(s) under assessment</b>	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes <p>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.</p>
<b>Date of visit</b>	12 May 2025
<b>Visitor team</b>	Registrant Visitors: Mrs Theresa Critchlow Miss Julie Fletcher  Lay Visitor: Professor Liz Crolley

## 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 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.

The conjoint visit with Keele University's approval panel took place on 12 May 2025.

### Context for the review

This major modification for Keele University (KU) relates to the proposed addition of an apprenticeship route to the previously approved BSc (Hons) Nursing (Children's) programme, to align with the mental health and adult nursing programmes where apprenticeship routes are already offered.

KU engaged with stakeholders including practice learning and employer partners (PLPs/EPs), people who use services and carers (PSCs) and students in the development of the proposals for the programme. There are close working relationships between KU and the current PLPs/EPs who will be involved in the proposed apprenticeship route for children's nursing, with opportunities for feedback and discussion on key aspects of the programme. Consultation took place with all groups and an extensive document was produced which highlighted staff and PLP/EP consultation. PSCs attend KU's module development boards and input to recruitment usually via the co-production of interview questions, and they attend interviews when possible. PSCs and PLPs/EPs are members of the School of Nursing and Midwifery module review group, where they provide and listen to stakeholder feedback.

During the onsite visit, the visitor team met with members of the senior management and programme team, students from the existing BSc (Hons) Nursing (Children's) programme including the Chair of the Student Staff Voice Committee, and representatives from PSCs, and PLPs/EPs. PLP/EP representatives included those undertaking roles as practice assessors (PAs), practice supervisors (PSs) and practice education facilitators (PEFs).

The **final recommendation** made by the visitor team to the NMC, following consideration of KU's response to any conditions required by the approval panel, 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 team'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 team following the visit and prior to the consideration of KU's response to any conditions was as follows:

**Programme is recommended to the NMC for approval after conditions are met to ensure 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

<b>Conditions</b>				
<b>No.</b>	<b>Condition details</b>	<b>Specific standard(s) not met</b>	<b>NMC only/ Joint</b>	<b>AEI only</b>
C1	Ensure that documentation is fully and appropriately updated and ratified, to reflect key arrangements and information for staff, students and PSCs, for example, including the Freedom to Speak Up arrangements.	2.1, 2.2	Joint	
Date for all conditions to be met to meet intended delivery date		23 June 2025		

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

## Recommendations for enhancement

<b>Recommendations</b>				
<b>No.</b>	<b>Recommendation details</b>	<b>Specific standard(s)</b>	<b>NMC only/ Joint</b>	<b>AEI only</b>
R1	Review staff and student-facing documentation, which references academic assessors and academic mentors, to maximise the clarity of the definition and explanation of these roles and how they are implemented in practice.	2.2, 4.2	NMC	

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

## Statements of good practice

<b>Statements of good practice relating to the NMC standards</b>			
<b>No.</b>	<b>Good practice details</b>	<b>Specific standard(s)</b>	<b>NMC only/ joint</b>
GP1	The personalised approach to student/apprentice support to enable them to maximise their potential.	1.7, 3.5	NMC

GP2	The proactive approach to the relationship with practice learning/employer partners which enhances links between theory and practice.	2.3, 2.6	NMC
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## Response to conditions

The visitor team reviewed in full the response(s) and evidence from KU to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded below.

### Response to NMC and Joint NMC/AEI conditions

Response to conditions		
No.	Condition details	Findings
C1	Ensure that documentation is fully and appropriately updated and ratified, to reflect key arrangements and information for staff, students and PSCs, for example, including the Freedom to Speak Up arrangements.	<p>In responding to Condition C1, KU initially submitted narrative and evidence detailing the Faculty Raising Concerns in a Placement Setting process (draft) document and updated handbooks.</p> <p>The Academic Assessor, Practice Supervisor and Practice Assessor Handbook (2025) includes updated information, links and sign-posting to the Freedom to Speak Up arrangements. The Practice Placement Handbook 2025/26 also includes updated information, links and sign-posting to the Freedom to Speak Up arrangements.</p> <p>An additional request was sent to KU for the updated policy documentation for PSCs. KU's Service User and Carer Strategy 2023-2026 was submitted and the visitor team confirmed the appropriateness of the content.</p> <p>To note, there are updates in the documentation to be acted upon, specifically in relation to the accurate referencing of NMC documents. This does not affect the Standard being met.</p> <p>The visitor team therefore considers that on 23 June 2025, for Condition C1, KU has addressed the requirements of the condition and Standard 2.1 is met.</p>

The visitor team considers that all conditions listed above have been satisfactorily addressed resulting in the team being able to confirm that all required NMC standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of KU's response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the 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.

## 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 their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing 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 registered nurses and programme outcomes, up to a maximum of 50% of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	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

Recognition of prior learning (RPL) can be used for up to 50% of the programme, subject to the satisfactory mapping of programme outcomes and the Standards of proficiency. The 50% RPL limit should constitute the required balance of theory and practice (and it is not allowed for a student/apprentice to have, for example, 100% RPL for theory and 0% for practice, even if that means a 50% limit overall).

## Findings

1. The visitor team considered a range of documentary evidence relating to the arrangements for selection, admission and progression for the pre-registration nursing provision, and specifically for the proposed addition of an apprenticeship route to the BSc (Hons) Nursing (Children's) programme. The visitor team reviewed information including KU's admissions, staff disclosure and barring service (DBS), and recognition of prior learning (RPL) policies, the programme specification, and handbook and mapping documents. The visitor team also triangulated documentary evidence through meetings at the onsite visit with key stakeholders including senior managers and the programme team, current students, and representatives from PSCs, PLPs and EPs.
2. In considering Standard 1.1, the visitor team reviewed marketing and admissions information, the programme specification and handbook, and details of the Academic Skills Programme, along with the Content Mapping Numeracy, Literacy and Digital Literacy document. The entry criteria for the apprentices applying to the proposed BSc (Hons) Nursing (Children's) programme are consistent with those of the apprenticeship routes on the existing approved BSc Nursing (Adult) and BSc Nursing (Mental Health) programmes. The visitor team was assured that these criteria would be applied appropriately, along with the previously approved arrangements for students to demonstrate values, and have the capability to learn behaviours in accordance with the Code. Similarly, the proposed introduction of an apprenticeship route does not change the existing approach to ensuring that students/apprentices have the capability to develop the numeracy skills required to meet programme outcomes and ensure that they can demonstrate proficiency in English language, along with capability in literacy. While the processes have not changed, the visitor team requested further evidence to be assured of the applicability of the arrangements for the new apprenticeship route, for example, in relation to the support available to apprentices to ensure the development of their numeracy skills and in relation to digital and technological literacy. The visitor team was satisfied that apprentices accepted onto the programme will have the capability for digital and technological literacy to meet the programme outcomes, and triangulated the implementation of appropriate support arrangements with current students during the meeting at the onsite visit.
3. In considering Standard 1.2, the visitor team reviewed documentation such as the admissions policy, processes for DBS checks and updated programme information to ascertain the applicability of the previously approved processes to the proposed

apprenticeship route. The visitor team requested further information, for example, in relation to the process in cases where there are positive disclosures on the DBS checks, and also triangulated the documented arrangements with key stakeholders at the onsite visit. The visitor team was assured that students, AAs/Academic Mentors (AMs) and PLPs/EPs are all very clear about their responsibilities, and that the robust processes that are in place for the existing and previously approved nursing apprenticeship programmes will be extended to this programme.

4. In considering Standard 1.3, the visitor team reviewed evidence to ensure that the existing guidance on the required declarations for apprenticeship programmes will be extended to students on the new BSc (Hons) Nursing (Children's) apprenticeship route. This evidence included information linked to the annual declaration by students, along with admissions and programme-specific documentation. The visitor team was satisfied that the existing and previously approved processes in place to meet this standard will be extended appropriately to the new programme.
5. Standard 1.4 and the previous evidence to meet this is not impacted by the proposal and therefore this standard is considered not applicable in the context of the proposed modification.
6. In considering Standards 1.5 and 1.6, the visitor team reviewed documentation including the RPL policy, and triangulated the understanding of this during meetings at the onsite visit. Documentation shows that students/apprentices can apply to have RPL considered, and a mapping exercise takes place on the portfolio of evidence. The RPL process is outlined in the document on the accreditation of prior learning, and this includes a detailed mapping exercise to illustrate how the mapping of programme outcomes and the Standards of proficiency takes place. It also makes explicit the requirement to provide evidence of both the theory and practice hours completed. At the onsite visit, staff teaching on the programme provided further evidence that the RPL Policy was appropriate and understood well. Staff confirmed that the 50% limit for RPL credit applies to both theory and practice and that it is not allowed for a student to have, for example, 100% RPL for theory and 0% for practice, even if that means a 50% limit overall. For the BSc Nursing programme there is an exemption from the standard KU RPL Policy, and according to the Advanced Standing for BSc Nursing Guidance and Process, where there is evidence of prior learning that is capable of being mapped to the NMC (2018a) Nursing Standards of Proficiency and programme outcomes, more than 50% of the programme can be recognised by prior learning. It is specified that this would be in cases where a student transfers from another registered nursing programme, when it might be possible for RPL to be above 50%. The visitor team was therefore satisfied that the existing RPL Policy remains appropriate for the new apprenticeship pathway on the BSc (Hons) Nursing (Children's) programme.
7. In considering Standard 1.7, the visitor team assessed the arrangements in place to support students/apprentices throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy, and how these will be applied to the new apprenticeship route. Both numeracy and literacy are assessed as part of the onboarding process via a specific software system. The visitor team met a group of students from the existing approved BSc (Hons) Nursing (Children's) programme who expressed satisfaction that this tool supported them well in identifying needs and signposting further support. This tool will be used with apprentices on the new apprenticeship route, as it is with apprentices on existing apprenticeship routes at KU. The mapping of numeracy, literacy and digital and technological literacy to meet programme outcomes is outlined in the numeracy, literacy and digital technology mapping document. This document provides detailed

explanations of how each of these skills is developed during the three years of the programme and in each module. The BSc (Hons) Nursing programme specification also outlines additional support for students/apprentices with skills such as information technology (IT) and academic writing. The apprenticeship-specific guidance sessions with representatives from both KU and PLPs/EPs are designed to identify additional requirements. Numeracy is tested primarily via the e-learning software numeracy tests. Current students reported that they felt very well supported to develop their numeracy skills and were able to practise in the IT suite which gave them confidence in enhancing their digital literacy. Further support is available at KU outside of the curriculum for those who need it and have discussed this in their progress (tripartite) reviews. KU has an academic skills programme delivered by the library staff (online and in-person) and current students found these sessions extremely helpful. Library staff also do an academic screening that is then followed up and supported by the AM. The visitor team therefore identified the personalised approach to student/apprentice support to enable them to maximise their potential as a feature of **good practice (GP1)**, and this also links to Standard 3.5. The visitor team was assured that the current arrangements will be appropriately applied to the proposed apprenticeship route.

8. Based on the information made available, the visitor team considers that KU 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 checked="" type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<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 exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	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"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14	Ensure programmes leading to nursing registration and registration in another profession are of suitable length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	and nursing proficiencies and outcomes are achieved in a nursing context.				
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## Curriculum requirements

There is a minimum requirement of 4,600 hours across the three years of the programme, with 50% practice (2,300) and 50% (2,300) theory hours. Weeks are classified as 37.5 hours for a theory week, and 40 hours for a practice week.

The split between theory and practice hours is:

Year 1, theory = 937.5, practice = 640

Year 2, theory = 900, practice = 720

Year 3, theory = 675, practice = 960

The total hours available enable students/apprentices to exceed the minimum thresholds, with the total theory hours of 2,512.5 and practice hours of 2,320.

## Findings

9. The visitor team considered a range of documentary evidence relating to the curriculum arrangements for the pre-registration nursing provision, and specifically for the proposed addition of an apprenticeship route to the BSc (Hons) Nursing (Children's) programme. The visitor team reviewed programme and module information, and the support in place for apprentices and other key stakeholders. The visitor team also triangulated documentary evidence through meetings with senior managers and the programme team, current students, and representatives from PSCs, PLPs and EPs at the onsite visit.
10. In considering Standard 2.1, the visitor team reviewed validation and programme documentation, along with commitment statements from PLPs/EPs for the proposed apprenticeship route. Much of the documentation and feedback during the onsite visit was in line with the requirements of Standard 2.1. Evidence of a commitment to the introduction of the apprenticeship route was shown through commitment statements and by the attendance of representatives from the current PLPs/EPs attending the onsite visit. The visitor team met PSC representatives who confirmed their inclusion in module evaluation boards and in the development of course content but not recruitment onto the programme. The programme team confirmed that PSCs were included in interviews where possible and that where this was not the case, PSCs had been engaged in the writing of the interview questions. There was no evidence of training for PSCs; however, the policy linked to PSC involvement is currently being updated. The visitor team therefore identified a **condition (C1)** linked to Standards 2.1 and 2.2, for KU to ensure that documentation is fully and appropriately updated and ratified, to reflect key arrangements and information for staff, students and PSCs, for example, including the Freedom to Speak Up arrangements. Further information linked to the currency of documentation is also provided in relation to Standard 2.6 below.
11. In considering Standard 2.2, the visitor team reviewed KU's procedure in relation to the NMC Standards for student supervision and assessment (SSSA), the handbook for AAs, PSs and PAs, the procedure for managing concerns in placement, and the Serious Placement Issues Policy. KU has a range of arrangements in place that meet the requirements of SSSA and these will be applied to the new apprenticeship route. KU offers annual updates for AAs/PSs/PAs including online options and a Level 7 education module. KU's website and handbooks include information to

encourage students/apprentices to raise concerns as appropriate. However, information on Freedom to Speak Up is lacking and during the onsite visit students were not able to articulate that they knew about this. Therefore, the visitor team identified a **condition (C1)** linked to Standards 2.1 and 2.2, for KU to ensure that documentation is fully and appropriately updated and ratified, as previously outlined in relation to Standard 2.1. While KU has included information on the AA/AM roles in the programme documentation, such as the Placement Handbook, the details around the roles and how personnel change each year could be improved. The visitor team also therefore identified a **recommendation (R1)**, linked to Standard 2.2 (and 4.2), for KU to review staff and student-facing documentation, which references AAs and AMs to maximise the clarity of the definition and explanation of these roles and how they are implemented in practice.

12. KU noted that there was no change required for the major modification for the BSc (Hons) Nursing (Children's) apprenticeship in relation to Standard 2.3. The visitor team assessed the applicability of the previously approved approach and additional evidence for the proposed inclusion of an apprenticeship route for the BSc (Hons) Nursing (Children's) programme. The previously approved practice learning plan for direct entry students clearly demonstrates the breadth of practice learning experiences, and the visitor team was assured of the arrangements in place for the apprenticeship route. During the onsite visit, confirmation of the use of Placement Summits to review the students'/apprentices' placement journey provided further assurance that all requirements will be met and that apprentices will have a varied practice experience.
13. As with Standard 2.3, KU noted that there were no changes in relation to the previously approved approaches to Standards 2.4 and 2.5. The visitor team was assured of the applicability of the arrangements, and documentation and feedback from key stakeholders during the onsite visit supported this.
14. In considering Standard 2.6, the visitor team reviewed the updated programme specification for the BSc Nursing programme (2025-2026) which includes information linked to the proposed apprenticeship. The visitor team was assured by the direct approach and thoroughness of the programme specification, which included a useful comparison of different routes and the interim awards available (that do not lead to NMC registration), should students/apprentices not complete the full degree programme. However, the visitor team noted that there are some outdated references within the programme specification as this refers to the 2018 NMC 'Future Nurse: Standards of Proficiency for Registered Nurses' which have been replaced by the updated 2024 version, though the content has not changed. The need to ensure all documentation is appropriately updated is reflected in **condition (C1)**, linked to Standards 2.1 and 2.2. The visitor team triangulated the documentation through meetings at the onsite visit and was assured of the arrangements for the apprenticeship route to enable apprentices to meet the Standards of proficiency for registered nurses and the programme outcomes.
15. KU noted that there were no changes in relation to the previously approved approaches to Standards 2.7-2.9. The visitor team was assured of the applicability of the previously approved approaches, and the updated programme documentation and plans to the proposed apprenticeship route and therefore determined that these standards continue to be met.

In considering Standard 2.10, the visitor team reviewed the updated programme specification, along with relevant module and session details and the timetable for proficiency support days, and checked the understanding and implementation

of these arrangements during meetings at the onsite visit. KU makes use of an e-learning tool for work on drug calculations and this is used in a formative way in years one and two, with a maths tutorial being offered weekly and use of the e-learning tool timetabled at the beginning of the day. Simulation days are part of module one, with an objective structured clinical examination (OSCE) including a simulated case study assessing communication as part of the theory hours. The proposed apprenticeship route will differ from the direct entry programme, as apprentices will not be required to attend the simulated practice learning block linked to fundamental skills, as having been previously employed in a health environment apprentices will already have these skills.

16. Standard 2.11 was not applicable to this review as the programme is not due to be delivered in Wales.
17. KU noted that there were no changes in relation to the previously approved approaches to Standard 2.12. The visitor team confirmed, through assessing the course plans and academic calendars, that the arrangements for the apprenticeship route would also meet the minimum length of three (academic) years for full-time programmes with a minimum of 4,600 hours.
18. Standards 2.13 and 2.14 were not applicable to this review as the programme does not lead to registration in two fields of nursing practice or to nursing registration and registration in another profession.
19. Based on the information made available, the visitor team considers that KU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met subject to meeting **condition (C1)**.

### 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 registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Practice learning requirements and simulated learning hours

Practice hours are a minimum of 2,300 (with the total planned hours being 2,320). Apprentices complete simulation activities as part of their theory hours on the programme, but the apprenticeship does not include any simulated practice learning (SPL) hours.

#### Findings

20. The visitor team considered a range of documentary evidence relating to the practice learning arrangements for the pre-registration nursing provision, and specifically for the proposed addition of an apprenticeship route to the BSc (Hons) Nursing (Children's) programme. The visitor team reviewed programme and practice learning information, and the arrangements to provide support for students/apprentices. The visitor team also triangulated documentary evidence through meetings with senior managers and the programme team, current students, and representatives from PSCs, PLPs and EPs at the onsite visit.
21. In considering Standard 3.1, the visitor team reviewed the BSc Nursing Apprenticeship programme handbook, along with evidence of mapping to the Standards of proficiency for registered nurses, and the details of the monitoring of practice learning arrangements through the Placement Summit. KU has

arrangements to cover the required content, including skills from the NMC's Annex B: Nursing procedures, with session plans covering skills such as catheterisation, electrocardiogram (ECG) investigations, and cannulation. The visitor team triangulated the understanding and implementation of the arrangements for the current direct entry route during the onsite visit and explored the preparation in place for the proposed apprenticeship route. The visitor team was assured of the plans to enable appropriate practice learning opportunities for apprentices. KU has clear communication channels with PLPs/EPs and between AMs and placement leads for the faculty, and monitors practice learning placements making use of the Practice Assessment Record and Evaluation (PARE) quality audit. Current students are asked for feedback at the end of week one and in the final evaluation of the placement they can rank the placement experience. The effective implementation of these arrangements was confirmed during the onsite visit with the meetings attended by PLPs/EPs and students. The visitor team was assured of the applicability and plans for the implementation of these arrangements for the proposed apprenticeship route.

22. In considering Standard 3.2, the visitor team reviewed the arrangements in place to enable apprentices to experience the required variety of practice. The visitor team was assured by the detail included in the example placement plan for the programme, and triangulated the arrangements in place for the current provision during the onsite visit. During meetings at the onsite visit, current students and PLPs/EPs confirmed that the programme provides the opportunity for a variety of practice learning placements with agreement for placement exchanges to ensure there is appropriate acute/community practice learning variety. The visitor team was assured, through KU's plans and support from PLPs/EPs, of the appropriate applicability of these arrangements for the proposed apprenticeship route.
23. KU noted that there was no change required for the major modification for the BSc (Hons) Nursing (Children's) apprenticeship in relation to Standard 3.3 and this was agreed by the visitor team with the standard continuing to be met.
24. In considering Standard 3.4, the visitor team reviewed the programme specification and calendars for staff and students, which included the proposed apprenticeship route. The programme specification includes the minimum of 4,600 hours across the three years of the programme (with 50% practice and 50% theory). The Academic Calendars (Staff and Student) outline the number of hours across the three years of the programme and note that practice hours are a minimum of 2,300. There is the potential for students/apprentices to be above the minimum threshold. The apprenticeship students are excluded from the year one simulated practice learning (SPL) block due to the fundamental skills that are covered within this. As the apprentice is an employee from practice, it was recognised that this learning had already been consolidated. While students on the direct entry route are completing the SPL block, apprentices will attend practice in order that they are not disadvantaged. These arrangements are monitored at the 12-weekly meetings to ensure that appropriate opportunities are being provided and that there are contingency plans should bespoke learning be required.
25. In considering Standard 3.5, the visitor team reviewed documentation including the programme and placement handbooks and the arrangements to provide support to students/apprentices. Students are (and apprentices will be) allocated an AA/AM, who will contribute to the support for any reasonable adjustments needed for practice learning. The Placement Handbook provides evidence that individual circumstances are considered prior to the allocation of practice learning for direct entry students, and the visitor team explored and was assured of how this would be managed for

apprentices with individual needs in partnership with the employers. The Placement Handbook and guidance for AAs/AMs articulates the role of the Occupational Health Department in advising on any learning needs and reasonable adjustments. KU's self-assessment tool is very effective in empowering students to self-assess and lead their support needs. There is a change of placement request process in place to support individual needs further if required, and a monthly additional learning support review. The visitor team gained further assurance of the extensive support arrangements in place for students/apprentices at KU, which include the Placement Summit, through meetings at the onsite visit. The effective implementation of KU's support processes, including the vast amount of support offered to students on a 12-weekly basis, was reinforced by feedback from current students. The visitor team therefore identified the levels of support for students/apprentices' individual needs and personal circumstances in relation to practice learning as contributing to the feature of **good practice (GP1)** outlined in relation to Standard 1.7.

26. In considering Standard 3.6, the visitor team reviewed the handbook for the proposed apprenticeship route and checked the plans to ensure that apprentices will experience the range of hours expected of registered nurses. During the onsite visit, the programme team and PLPs/EPs confirmed the use of a Placement Summit as part of the process to support the planning of practice learning allocations and ensure that practice learning offers students/apprentices the required opportunities for experience. Current students confirmed they worked with supportive PSs/PAs and received a variety of experiences. The visitor team was assured of the plans in place to provide apprentices with the appropriate experience and range of hours.
27. KU noted that there was no change required for the major modification for the BSc (Hons) Nursing (Children's) apprenticeship in relation to Standard 3.7 as the previously approved arrangements will be applied. The updated programme specification includes information regarding the apprenticeship route and that apprentices will be full-time students for the three-year programme, and be considered as supernumerary. This supernumerary requirement is also reflected in the placement plan, and was confirmed by students met at the onsite visit.
28. Based on the information made available, the visitor team considers that KU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<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 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	Ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

29. The visitor team considered documentary evidence and the arrangements for supervision and assessment for the pre-registration nursing provision, and specifically for the proposed addition of an apprenticeship route to the BSc (Hons) Nursing (Children's) programme. The visitor team reviewed documentation including programme and practice learning information, course plans, and the handbook for AAs/PSs and PAs. The visitor team also triangulated documentary evidence through meetings with senior managers and the programme team, current students, and representatives from PSCs, PLPs and EPs at the onsite visit.
30. In considering Standard 4.1, the visitor team reviewed the updated programme documentation and considered the applicability of the previously approved arrangements to the proposed addition of the apprenticeship route for the children's

nursing programme. Programme handbooks, the Placement Handbook, the guide for AAs/AMs and the handbook for AAs/PSs and PAs remain, with updates as required to reflect the proposed apprenticeship route. KU continues to make appropriate use of assessment mapping and the programme specification to evidence the mapping of the required Standards of proficiency. Partnership meetings and Placement Summits support the review of capacity and are used to monitor allocations. KU holds monthly drop-in sessions for PSs/PAs to support ongoing development, and this was confirmed by PLPs/EPs during the onsite visit. The visitor team was assured of the arrangements currently in place, including in relation to practice learning capacity, and the applicability of these to the proposed apprenticeship route.

31. In considering Standard 4.2, the visitor team reviewed programme and practice learning information, and documents to support roles such as those undertaken by PSs and PAs. The handbook for AAs, PSs and PAs outlines good practice in a combined AA, PS and PA learning in practice update and provides clear information. KU offers supportive SSSA training through face-to-face and online options, with compliance regarding the completion of this in each area being monitored through the PARE. Appropriate understanding and implementation of the roles and responsibilities was evident from feedback during meetings at the onsite visit. Feedback from PLPs/EPs and current students demonstrated that there is excellent partnership working and a supportive learning environment. Students are (and apprentices will be) allocated an AM in addition to the AA role as required by the NMC. While KU has included information on the AA/AM roles in the programme documentation, such as the Placement Handbook, the details around the roles and how personnel change each year could be improved. The opportunity to improve the clarity of information is reflected in **recommendation (R1)**, linked to Standard 4.2 (and Standard 2.2), for KU to review staff and student-facing documentation, which references AAs and AMs, to maximise the clarity of the definition and explanation of these roles and how they are implemented in practice.
32. KU noted that there was no change required for the major modification for the BSc (Hons) Nursing (Children's) apprenticeship in relation to Standard 4.3 as the previously approved arrangements will be applied, and this was agreed by the visitor team. Standard 4.3 was therefore not applicable to this review.
33. In considering Standard 4.4, the visitor team reviewed the arrangements for providing students/apprentices with appropriate feedback. The visitor team was assured of the documented arrangements for providing feedback, and evidence of the initial screening used to commence academic support for students/apprentices. There are arrangements in place to enable students/apprentices to receive feedback on their learning in both the theory and practice elements of the programme. The organisation of meetings with AMs every 12 weeks contributes to the opportunities for students/apprentices to receive and give feedback. External examiner feedback is positive about the overall quality of the feedback to students while also offering a suggestion for the markers to add statements around what was good or could be improved in the work, rather than posing questions. Feedback from current students during the onsite visit confirmed the appropriate implementation of the arrangements for feedback to students and that this enables their development throughout the programme. The visitor team was therefore assured of the current arrangements in place and the plans for the application of these to the proposed apprenticeship route.
34. In considering Standard 4.5, the visitor team reviewed the applicability of the arrangements for students to meet the Standards of proficiency for registered nurses and programme outcomes for children's nursing, in the context of the proposed apprenticeship route. The updated programme specification, along with course and

cohort plans and an example placement plan, provided the visitor team with assurance that the apprenticeship route would enable apprentices to meet the required Standards of proficiency and programme outcomes. Module revision documentation and evaluation support KU's commitment to the development of an effective programme for the field of children's nursing.

35. KU noted that there was no change required for the major modification for the BSc (Hons) Nursing (Children's) apprenticeship in relation to Standards 4.6 and 4.7 as the previously approved arrangements will be applied. The visitor team reviewed previously submitted evidence and current documentation covering the arrangements for the health numeracy assessment and for communication and relationship management skills and nursing procedures. The visitor team was assured of the arrangements for drug calculation assessments and the plans covering the development of specific skills including suctioning, catheterisation and venepuncture which are reviewed within the 12-weekly meetings.
36. In considering Standard 4.8, the visitor team reviewed documentation such as the programme specification and the handbook for AAs, PSs and PAs. KU has appropriate arrangements in place to enable students/apprentices to be assessed for proficiency to be confirmed in preparation for professional practice as a registered nurse. There are clear instructions and identification as to how the students are (and apprentices will be) assessed within the theory and practice elements of the programme. Documentation makes reference to 'enable application for registration' and this terminology is supportive of the application rather than being phrased as an entitlement.
37. In considering Standard 4.9, the visitor team reviewed the updated programme specification and staff/student plans to ascertain the weighting of the assessment of theory and practice. KU's assessment overview documents provide assurance of the planned 50% weighting of theory and practice, with 60 credits of theory and 60 credits of practice assessment each year, and the arrangements were confirmed by the programme team during the onsite visit.
38. KU noted that there was no change required for the major modification for the BSc (Hons) Nursing (Children's) apprenticeship in relation to Standard 4.10 and this was agreed by the visitor team, with the standard continuing to be met.
39. Based on the information made available, the visitor team considers that KU 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 pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years 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 specified in our standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Findings

40. The visitor team considered documentary evidence linked to the qualification to be awarded and verified the arrangements through meetings with the programme team at the onsite visit.
41. In considering Standard 5.1, the visitor team reviewed the updated programme specification. The BSc (Hons) Nursing (Children's) programme and title is already in line with the requirements of this standard. The apprenticeship route fulfils the requirements of the bachelor's degree in terms of volume of workload, credits awarded for each level of study and for the qualification. The visitor team explored the naming conventions for the apprenticeship routes with the programme team as the proposed approach was to not differentiate between the direct entry and apprenticeship routes on the final certification.
42. KU noted that there was no change required for the major modification for the BSc (Hons) Nursing (Children's) apprenticeship in relation to Standard 5.2 and this was agreed by the visitor team, as this is already embedded within the programme documentation and no updates are required. Standard 5.2 therefore continues to be met.
43. Based on the information made available, the visitor team considers that KU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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