



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

## **Major Modification Report for:**

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

**Pre-registration nursing (Adult)**

**Pre-registration nursing (Child)**

**Pre-registration nursing (Learning Disabilities)**

**Pre-registration nursing (Mental Health)**

**Kingston University**

**February 2025**

## Contents

<b>Key institutional and programme details .....</b>	<b>1</b>
<b>Executive summary .....</b>	<b>4</b>
<b>Conditions and recommendations .....</b>	<b>5</b>
Conditions .....	5
Recommendations for enhancement.....	5
Statements of good practice.....	5
<b>Explanation of findings for Part 3 .....</b>	<b>6</b>
Section 1: Selection, admission and progression .....	6
Section 2: Curriculum.....	9
Section 3: Practice learning.....	12
Section 4: Supervision and assessment.....	15
Section 5: Qualification to be awarded .....	19

## Key institutional and programme details

<b>Name and location of Approved Education Institution (AEI)</b>	Health Social Care & Education: School of Nursing Frank Lampl Building Kingston Hill Campus Kingston University Kingston upon Thames KT2 7LB				
<b>AEI/EI Institution Identifier [UKPRN]</b>	10003678				
<b>Name and location of new programme delivery partner(s) if not the AEI/EI noted above</b>	Not applicable				
<b>Name of new employer partners for apprenticeships</b>	Kingston Hospital NHS Foundation Trust South West London and St George's Mental Health NHS Trust  Hounslow and Richmond Community Healthcare NHS Trust Epsom and St Helier University Hospitals NHS Trust				
<b>Approval type</b>	Major modification				
<b>Name of programme</b>					
<b>NMC programme title</b>	<b>AEI/EI programme title(s) (in full)</b>	<b>Academic level(s)</b>	<b>Apprentice-ship</b>	<b>Full-time</b>	<b>Part-time</b>
<b>Pre-registration nursing - Adult</b>	BSc (Hons) Adult Nursing (Degree Apprenticeship)	England <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Child</b>	BSc (Hons) Children's Nursing (Degree Apprenticeship)	England <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Learning Disabilities</b>	BSc (Hons) Learning Disabilities Nursing (Degree Apprenticeship)	England <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pre-registration nursing - Mental Health</b>	BSc (Hons) Mental Health Nursing (Degree Apprenticeship)	England <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Proposed programme start date</b>	15 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
<b>Date of visit</b>	5 February 2025
<b>Visitor team</b>	Registrant Visitors: Mrs Amy Dopson Mr Jordan Hodge  Lay Visitor: Mr Sifelani Chikunya



## 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. 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) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI 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.

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

The conjoint visit with the AEI approval panel took place on site at Kingston University on 5 February 2025.

### Context for the review

The School of Nursing at Kingston University, hereafter referred to as Kingston, currently provides five NMC-approved pre-registration nursing programmes: BSc Nursing (UCAS route) in Adult, Child, Mental Health, and Learning Disability, alongside a single apprenticeship route BSc in Nursing (Adult Field).

This modification is in response to the NHS workforce plans drive to expand the apprenticeship route provision across all fields, and a clear demand from local healthcare provider partner organisations. In order to support this expansion of programmes the School proposes to enhance its current blended learning approach and increasing utilisation of simulation as a learning and teaching strategy, as the recent NMC standards update now allows for a max of 600 hours of simulation, which the School aims to utilise further.

Evidence was submitted against all of Part 3: Standards for pre-registration nursing programmes.

The **final recommendation** made by the visitor team to the NMC 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 detailed findings of the NMC visitor team's review are explained in more detail in the following sections.

## Conditions and recommendations

### Conditions

Conditions				
No.	Condition details	Specific standard not met (eg 3.1)	NMC only/ Joint	AEI only
	None			

### Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s) (eg 3.1)	NMC only/ Joint	AEI only
	None			

### Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s) (eg 3.1)	NMC only/ joint
GP1	The programme team, the three stakeholder groups, current apprenticeship students, practice partner representatives and PSCs emphasised the depth of support for this modification, the quality of the current programme, both in content and organisation, but also the strength of partnership working.	2.2, 2.4, 2.6	Joint
GP2	The programme team is commended on the excellent working relationships that have clearly developed between the department and all healthcare provider partners, this was overwhelmingly positive in all meetings enhancing the student experience.	3.1-3.3	Joint

## Explanation of findings for Part 3

### Standard 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

Kingston University considers Recognition of Prior Learning (RPL) for applicants with a relevant Foundation Degree (for example Nursing Associate, Healthcare Practice) for up to a maximum of 50% of the programme. More than 50% can be considered for those applicants who are currently registered as a nurse with the NMC. RPL claims are required to reflect current relevant learning/practice which is less than five years. RPL advice begins before application and interview. Admissions tutors provide guidance on preparation of the claim and types of evidence required. Applicants then submit their claims accompanied by original supporting evidence which is then verified by Kingston University. Admissions tutors review claims and map the learning to programme learning outcomes and the NMC standards. The claims are then considered by the RPL panel which consists of admissions tutor, course lead and another member of the academic team. The claim, mapping and recommendations are reviewed and discussed, after which the applicant and employer are notified of the outcome. This RPL process was previously approved and is unchanged with this modification.

## Findings

1. The visitor team considered a range of evidence for Standard 1.1 including Digital Literacy Competencies on Entry, the AEI Admissions Policy, Student Learning Contract, Kingston's Academic Policy 7 on Fraudulent Applications and Mini Multiple Interview Questions to demonstrate how the admissions process operates. There was documentary evidence and feedback provided confirming that interviews are conducted jointly by the Kingston academic staff and employers. Practice Learning Partners (PLPs) state that they have a great partnership and collaborative working approach with the Kingston programme team in relation to recruitment and selection activities. For example, they jointly take part in the 'apprenticeship week' where they provide information and answers to prospective applicants. Trust partners identify through their internal selection processes suitable applicants who express an interest and pass details on to staff at Kingston. The visitor team was assured at the visit through triangulation that people who use services and carers (PSCs) are involved in a range of student recruitment and selection activities including interviews, development of the values-based scenarios and of interview questions. PSCs confirmed that they feel valued and well supported by the University in this role and that they had completed the expected mandatory training such as safeguarding and equality and diversity training.
2. In considering Standard 1.2, Kingston provided documentary evidence to show how it conducts satisfactory occupational health assessments and criminal record checks on entry to the programme, and thereafter annually by students. The processes in place at Kingston are robust and consistent with the NMC requirements. In their verbal evidence, both the students and PLPs the visitor team met explained and confirmed how the employers (NHS Trusts) work closely with Kingston to undertake mandatory DBS and occupational health checks. The team is confident that NMC requirements for this standard are met.

3. In considering Standard 1.3, the visitor team examined documentary evidence to demonstrate how students are informed of the requirement to declare cautions or convictions, pending changes in line with NMC requirements for students' fitness to practise. For example, Kingston has provided the student learning contract and student self-declaration forms which make the NMC professional requirements in relation to declaring good health and good character explicit to the students. The visitor team is therefore confident that this standard is met.
4. In considering Standard 1.4, Kingston provided an example declaration form which the University currently uses on its already approved programmes. The visitor team is assured that Kingston has adequate arrangements in place for providing supporting declarations of health and character to the NMC for students who have completed a pre-registration nursing programme. Kingston provided additional evidence in the form of an example declaration form which the University uses on all the currently approved nursing programmes. Kingston confirms that the head of department is responsible for verification that all elements of the programme are met to enable conferment of academic and professional awards. Students met by the team at the visit were able to confirm this. The team is satisfied that the University's process for making such declarations to the NMC is robust and remains unaltered by the modification to the RNDA degree modifications currently under review and therefore the standard is met.
5. In considering Standards 1.5 and 1.6, these standards are unchanged by the proposed modification. Kingston's nursing degree apprenticeships all permit recognition of prior learning that is capable of being mapped to standards of proficiency for registered nurses and programme outcomes. For example, RPL requirements are clearly stated in the programme specifications supplied for the four degree courses undergoing modification, they are also outlined in Kingston's undergraduate academic regulations. An example of the RPL mapping document has been provided, the same document also details the process involved. Therefore, the visitor team is confident that the standard is met.
6. In considering Standard 1.7, the visitor team confirms that all four programmes under review support students throughout their programme in continuously developing their abilities in numeracy, literacy, and digital and technological literacy to meet programme outcomes. These skills are clearly mapped to the NMC standards 2023 and therefore Standard 1: Selection, admission and progression has been met.

## Standard 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 and nursing proficiencies and outcomes are achieved in a nursing context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
------	---	--------------------------	--------------------------	--------------------------	-------------------------------------

## Curriculum requirements

As previously approved by the NMC, and unchanged by this modification, there is clear evidence of the almost 50/50 split between theory and practice, with 2304.25 theory hours and 2300.75 practice hours.

Programme length is three years and three months, with theory and placement delivered over three years, and the additional three months for completion of exam board and assessment.

## Findings

7. Kingston has previously submitted all the required evidence to ensure that the programmes comply with the NMC standards framework for nursing and midwifery education and have existing approval. Standard 2.1 is unchanged by this modification request.
8. This major modification supported the expansion of the previously approved apprenticeship BSc route at the AEI, by developing Children's Nursing, Learning Disability Nursing and Mental Health Nursing BSc Apprenticeship programmes, to be taught alongside the established and approved traditional UCAS route BSc programmes in all four fields, therefore many of the standards remained unchanged by the modification. However, it is important that consistency and quality is assured, and the evidence provided was triangulated during the visit. Discussion with the programme team, the three stakeholder groups, current apprenticeship students, practice partner representatives and PSCs emphasised the depth of support for this modification, the quality of the current programme, both in content and organisation, but also the strength of partnership working indicating **good practice (GP1)**.
9. Standard 2.2 is unchanged from the previous approval. The visitor team examined practice support to enable the addition of three further fields of practice and is confident that practice learning partners have the capacity to continue to comply with the NMC standards for supervision and assessment; therefore this standard is met.
10. In considering Standard 2.3, this is evidenced by the provision of eight comprehensive mapping documents supporting how each of the four field-specific apprenticeship degree programmes adhere to the NMC Standards framework for nursing and midwifery education (2018 updated 2024), recognising that Kingston already provides previously approved traditional BSc route nursing programmes in all four fields of nursing. The visitor team is confident that this standard is met.
11. In relation to Standard 2.4, this standard has previously been met and approved. As the additional field programmes within this major modification will also use the established and approved Record of Achievement (ROA) for all four fields of nursing, this standard has been evidenced. The supportive student-facing documentation has been revised and updated to support this major modification and the new proposed programmes.
12. In considering Standard 2.5, this is clearly evidenced within the module directory, which identifies the appropriate routes and programme learning outcomes that (when

completed) enable students to enter the register within any of the four specific fields of practice for nursing. The visitor team is confident that this standard is met.

13. In considering Standard 2.6, the programme team provided comprehensive detailed programme specification documents supporting adherence to the NMC standards of proficiency for registered nurses and the completion of programme outcomes. In addition, this modification supports the addition of three field programmes which will complement a previously approved BSc Adult Nursing Degree Apprenticeship programme and traditional BSc Nursing pathways for all fields. Therefore, the visitor team is confident that this standard is met.
14. Standard 2.7 is unchanged since the previous approval; however, the evidence listed demonstrates very clearly the field-specific content within each module and how field-specific staff support shared module learning. The resources document provides detail that staff within Kingston are suitably prepared, qualified and experienced to perform the tasks allocated to them. The visitor team is confident that this standard is met.
15. Standard 2.8 is unchanged since the previous approval; however, the evidence provided by the programme team demonstrates very clearly the relevant field-specific programme content with regards to law, safeguarding and consent. The evidence for pharmacology content is also strong, and the application to each field is achieved through the practice learning opportunities within the programme. These elements are assessed and documented within the student PAD. Therefore, the visitor team is confident that this standard is met.
16. In considering Standard 2.9, evidence provided demonstrates that this standard is met. The programme meets and slightly exceeds the minimum requirements supporting the 50/50 programme split with just over 2,300 theory hours and 2,300 practice learning hours achieved. There is clear explanation to the students in all documents, especially the handbook, of the requirement to complete all hours prior to award. The course flow diagram provides a detailed breakdown of how theory and practice hours are achieved over the three years.
17. In considering Standard 2.10, the use of simulated practice within all the programmes at Kingston School of Nursing, Allied and Public Health has been examined and approved within the previous major modification; the programme (as per previous approval) utilises 590.75 practice hours within simulation. Of specific note, especially for the Learning Disabilities Nursing apprenticeship, as an area of good practice, is the collaboration with The Baked Bean Company which supports the involvement of actors with learning disability within inter-professional simulation. Therefore, the visitor team is confident that this standard has been met.
18. When considering Standard 2.12, there is evidence that the programme is delivered over three years with a total of 4,605 hours meeting the NMC requirements and therefore meeting this standard.
19. Standards 2.11, 2.13 and 2.14 are not applicable to this major modification. The visitor team confirms that all other elements of Standard 2: Curriculum have been met.

## Standard 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

The programme team presented documentary evidence that the programme meets the minimum 2,300 hours practice learning requirement and are within the restriction of a maximum 600 hours for simulated practice learning. Specifically, the Kingston University BSc Nursing RND A programme has 2,300.75 practice hours of which 590.75 are simulated practice learning.

### Findings

20. In considering Standard 3.1, this standard remains unchanged by this major modification and has previously been approved. The evidence viewed by the visitor team demonstrates the 'Standard of proficiency for registered nurses' is core to the programme design and provides a range of appropriate practice learning opportunities that are assessed and documented in the student PAD document. The visitor team was confident that this remains the experience for students on the current programmes and furthermore that the availability of appropriate practice learning opportunities would be maintained under this major modification. What was evident to the team when meeting with both current students and practice partners within the stakeholder group meetings was the exceptional support students are currently experiencing. Students reported excellent support from both the programme

team and practice supervisors and assessors in practice. The visitor team identified the support offered to students as an area of **good practice (GP2)**.

21. In considering Standard 3.2, Kingston submitted a variety of documents to evidence this standard, the programme guide for the RN degree apprenticeship (all fields) clearly outlines the School's commitment to meeting this standard. Kingston recognises the need to provide a variety of practice learning experiences to meet the holistic needs of people of all ages. There are robust plans in place to enable students to access relevant practice learning experiences outside the students' employment area. Within the practice partner stakeholder meetings, it was reiterated that Kingston and the Practice Learning Partner (PLP) practice development teams have excellent working relationships, with PLPs able to confirm capacity to provide adequate opportunity, supervision and assessment for apprenticeship students from outside of their Trusts. The visitor team is confident that this standard has been met, furthermore, the partnership working was identified as an area of **good practice (GP2)** by the team.
22. In considering Standard 3.3, (as per Standards 3.1 and 3.2) evidence has been provided of strategies to support a variety of practice learning opportunities enabling the achievement of the NMC standards of proficiency for registered nurses. The theoretical evidence of meeting this standard is strong and this was confirmed following the meetings at the visit. The evidence reviewed for this standard has been identified as an area of **good practice (GP2)** by the visitor team and this standard has been met.
23. In considering Standard 3.4, the visitor team reviewed evidence in the module directory and the course planner made up of Peer Enhanced e-Placement (PEEP), practice learning opportunities, and SPL with a total of 2,315.75 hours, which meets the minimum threshold of 2,300 hours as stipulated by this standard.
24. In considering Standard 3.5, the visitor team reviewed evidence within the Course Handbook, PLPAD and Kingston Summary Guide report; this is unchanged from March 2020. There is a narrative within the documentation that explains how student practice learning opportunities are allocated. Where students have a Statement of Support Needs (SOSN) plan in place to support practice learning there is a process to ensure students are allocated appropriately. The team is confident that this standard has been met.
25. In considering Standard 3.6, a range of hours is described within the Student Placement Guide, the preparation for practice session and the PLP hours documentation. This is then checked against the Assessment of Practice marksheet by the personal tutor to ensure a range of hours which are stipulated as weekdays, weekends, and nights are complete. The visitor team is confident that this standard is met.
26. In considering Standard 3.7, evidence is documented within the Nurse Placement Guide Programme specification, and PLPAD which is also signed by the PLPs, which stipulates that BSc and apprenticeship students are always supernumerary. Supernumerary status is agreed and signed by practice partners which makes it clear that students should never be included in calculation of staff/patient ratios. The visitor team is confident that this standard is met.
27. This major modification supports the expansion of the previously approved apprenticeship BSc route at Kingston by developing Children's Nursing, Learning Disability Nursing and Mental Health Nursing BSc Apprenticeship programmes to be

taught alongside the established and approved traditional UCAS route BSc programmes in all four fields; therefore many standards within Standard 3 Practice learning are unchanged by the modification. However, it is important that consistency and quality is assured, and therefore the evidence was triangulated during the visit. Discussion with the programme team, the three stakeholder groups, current apprenticeship students, practice partner representatives and PSCs emphasised the quality of learning the students were receiving in practice, the support and training offered to the practice assessors (PAs) and practice supervisors (PSs) and the strength of partnership working with Kingston and all partnering organisations.

28. Based on the information made available, the visitor team considers that Kingston has in place the appropriate arrangements for Standard 3: Practice learning to be met.

## Standard 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 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 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. In considering Standard 4.1, the visitor team reviewed evidence including the curriculum handbook which evidences effective student representation in curriculum development and university standards, emphasising transparency and student voice. The collaboration between PLPs and university staff, facilitated by the Pre-registration Practice Learning Development and Support Committee fosters shared accountability and addresses challenges in practice learning. Kingston uses student declarations which promote professional accountability, while the academic assessor (AA) register ensures robust oversight of student progress. Regular practice learning setting audits and structured student feedback mechanisms further enhance the quality of learning environments. Additionally, the annual monitoring and enhancement process reflects a commitment to continuous improvement, integrating feedback from students, practice partners, and academic staff to maintain high

standards in nursing education.

30. In considering Standard 4.2, the visitor team was assured that Kingston has aligned its practice with the NMC Standards for student supervision and assessment, demonstrating compliance through a variety of evidence-based mechanisms and therefore, the standard is met. The AA Register ensures structured oversight of student learning and progress, while the PLPAD provides a consistent framework for assessment. The Handbook for Practice Supervisors and Assessors offers clear guidance on roles, responsibilities and expectations, supporting their role. Kingston's active involvement in the Pan London Practice Learning Group (PLPLG) demonstrates evidence of development, support, and evaluation of practice.
31. In considering Standard 4.3, the visitor team is confident that this standard is met as Kingston has a specific individual and other registrants to fulfil its requirement of a registrant being the accountable individual for the programme if the specific individual becomes unavailable. This ensures compliance with the NMC standard and removes any potential ambiguity regarding accountability and leadership of the programme.
32. In considering Standard 4.4, the visitor team reviewed a range of evidence demonstrating that students are provided with constructive developmental feedback throughout the programme. There is a mixture of formative and summative assessments, with feedback and feed-forward provided via online rubrics accessed through Canvas. Personal tutors meet regularly with students to discuss progress, provide additional support, and signpost to university services, as outlined in the Personal Tutor Scheme. Practice learning feedback is delivered by PAs, PSs, and AAs, recorded in the PLPAD, and reviewed by personal tutors after each placement. Low-stakes early assessments in the first module identify students who may need additional support, while the use of formative assessments ensures areas of concern are addressed proactively. The tripartite review process enables tailored action plans for students requiring further support. The visitor team is confident that this standard is met.
33. Regarding Standard 4.5, the visitor team reviewed a range of evidence to demonstrate that the programme ensures students can achieve the NMC standards of proficiency for registered nurses and the programme outcomes for adult, mental health, learning disabilities, and children's nursing. Assessment strategies and proficiencies are clearly mapped in an easy to understand table for each field of nursing. The inclusion of the Digital Literacy, Numeracy, and Literacy Mapping document highlights the programme's commitment to equipping students with essential digital skills. Additionally, the Module Directory outlines how the NMC standards and programme learning outcomes will be met across the programme, providing a structured and transparent framework for student progression and achievement; therefore, the team is confident that this standard is met.
34. In considering Standard 4.6, the programme team presented evidence to confirm that the programme includes health numeracy assessments related to nursing proficiencies and the calculation of medicines, aligning with the NMC standard requiring a 100% pass rate. Numeracy is mapped into specific modules, as highlighted in the Module Directory, and numeracy skills are integrated into the programme across all three years. The PLPAD documents medicines management, including calculations, for each year, although this is not a direct numeracy assessment. A 100% numeracy test is conducted in Year 3, meeting the NMC requirement. Additionally, numeracy tests are completed in each year of the programme, progressively developing students' ability, culminating in the Year 3 assessment at the required standard. The visitor team is confident that this standard

is met.

35. In considering Standard 4.7, the visitor team reviewed a range of evidence demonstrating that the programme ensures students can meet communication and relationship management skills, as well as nursing procedures, within their respective fields of practice. Communication sessions are delivered early in the programme at Level 4 within the Introduction to Nursing module, which is applicable to all fields. Communication and relationship management, both with patients and staff, is documented across module specifications from Levels 4 to 6. Additionally, students are provided with reading lists in each module, focusing on communication and relationship management skills. There is a clear and consistent emphasis on fostering effective communication and therapeutic relationships throughout the programme, ensuring students are well prepared to meet these essential nursing proficiencies. The team is confident that this standard is met.
36. Regarding Standard 4.8, the evidence presented by the programme team shows that the programme adequately prepares students for professional practice as a Registered Nurse. The PLPAD is used to map nursing proficiencies in practice learning settings, with final verification conducted in Year 3 by PAs and PSs, supported by the AA. Internal and external moderation processes are documented within Kingston's assurance framework ensuring consistency and quality. Summative assessments are clearly outlined, with their weighting and expectations linked to module outcomes. The Ongoing Achievement Record (OAR) is in place, with AAs representing the University in the assessment process. This approach is comprehensively mapped to the NMC proficiencies and Annexes, ensuring alignment with professional standards. The visitor team is confident that this standard has been met.
37. In considering Standard 4.9, the visitor team reviewed evidence to confirm that the programme ensures equal weighting of theory and practice, aligning with NMC requirements. Students must successfully complete and pass all modules (120 credits at Levels 4, 5, and 6), including 2,300 hours of theory and 2,300 hours of practice to be eligible for registration with the Nursing and Midwifery Council (NMC). Additionally, students must meet the NMC's requirements for Good Health and Good Character and complete the End Point Assessment for the Registered Nurse Degree Apprenticeship Standard which is set out by Kingston. The University advises students who exit the programme without meeting NMC practice requirements but have successfully completed 120 credits at Level 6 are eligible for a BSc Health and Wellbeing but will not be eligible for NMC registration. Progression from Level 5 to Level 6 is permitted with 90 credits at Level 5, with the remaining 30 credits to be completed in Level 6. The Practice Assessment Module must be passed by the end of the first practice learning experience in Level 6. Credits are weighted evenly throughout the three years, with no evidence of imbalance. Practice modules are clearly identified and credited in accordance with programme regulations, ensuring a balanced approach to the assessment of theory and practice, therefore the visitor team is confident that the standard is met.
38. In considering Standard 4.10, evidence was presented to demonstrate that the programme ensures NMC standards and proficiencies are recorded in an ongoing record of achievement (OAR) that complies with the NMC standards of proficiency for registered nurses. Kingston uses the PLPAD and OAR systems, both previously approved, to document and track student achievements. Completion of all components within the OAR/PLPAD is mandatory, as stipulated by Kingston, with results entered on its records system and marks ratified at the progression and final award boards. Feedback and moderation processes are robust, with personal tutors

reviewing student progress at the end of each year, alongside the AAs. Students also complete a Record of Achievement further demonstrating their progress. Mapping of proficiencies is set out and tailored to distinguish between BSc students and degree apprenticeships, ensuring compliance with apprenticeship standards. The Gateway Process ensures the structured progression of degree apprenticeships, including eligibility checks, EPA assessments, and updates to relevant systems. This process culminates in the notification to Professional, Statutory and Regulatory Bodies (PSRBs) where applicable, ensuring students meet all requirements for registration and professional practice. The visitor team is confident that this standard is met.

39. This major modification supports the expansion of the previously approved apprenticeship BSc route by developing Children's Nursing, Learning Disability Nursing and Mental Health Nursing BSc Apprenticeship programmes to be taught alongside the established and approved traditional UCAS route BSc programmes in all four fields. The visitor team concludes that all parts of Standard 4: Supervision and assessment are met.

## Standard 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. Standard 5.1 remains unaffected by the planned modification and has been met under the previous approval. Programme specifications have been provided as evidence. The BSc (Hons) qualification enables graduates of these four programmes to register with the NMC. All four programmes have intermediate awards such as CertHE, DipHE, and a BSc without honours, but these intermediate academic awards do not confer eligibility for students to register with the NMC.
41. In considering Standard 5.2, this standard remains unchanged by the planned modification and has been met under the previous approval. The template of a standard completion letter used by the University has been provided. It unequivocally informs the students of the need to register their awards with NMC. It also outlines the process for doing this. Additionally, Kingston informs current students and prospective applicants, in several ways and at distinct stages, of the need to register their qualification with the NMC within five years of completing the award. The visitor team considers Standard 5: Qualification to be awarded to be met.

**QAA2900 – R14826 – April 25**

© The Quality Assurance Agency for Higher Education 2025  
Southgate House, Southgate Street, Gloucester GL1 1UB  
Registered charity numbers 1062746 and SC037786

Tel: 01452 557075  
Web: [www.qaa.ac.uk/nmc](http://www.qaa.ac.uk/nmc)