



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

**Pre-registration nurse qualification leading to:
Nursing (Adult)
Nursing (Child)
Nursing (Mental health)**

Anglia Ruskin University

February 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Anglia Ruskin University Health Business Centre Bishop Hall Lane Chelmsford, Essex CM1 1SQ England
AEI/EI Institution Identifier [UKPRN]	10000291
Name and location of programme delivery partner(s) if not the AEI noted above	Cambridge: Adult, Child and Mental Health fields Chelmsford: Adult, Child and Mental Health fields Peterborough: Adult and Child fields only Queen Elizabeth Hospital, King's Lynn: Adult and Child fields only
Name of employer partners for apprenticeships	Cambridge: Adult, Child and Mental Health fields Chelmsford: Adult, Child and Mental Health fields Peterborough: Adult and Child fields only Queen Elizabeth Hospital, King's Lynn: Adult and Child fields only
Approval type	Major modification

Name of programme				
NMC programme title	AEI programme title (in full)	Academic level(s)	Full-time	Part-time
Pre-registration nursing - Adult	Graduate Diploma Nursing (adult) PgDip Nursing (adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Child	Graduate Diploma Nursing (child) PgDip Nursing (child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Mental Health	Graduate Diploma Nursing (mental health) PgDip Nursing (mental)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Proposed programme start date	June 2025 - apprenticeship September 2025 - direct entry			
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review			
Date of visit	Desk-based review 06 February 2025			
Visitor team	Registrant Visitors: Mrs Deborah Casey Mrs Helen Clarke			

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programmes. 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. All evidence submitted by the AEI is reviewed by the visitors.

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

The desk-based review took place in February 2025.

Context for the review

Anglia Ruskin University (ARU) proposes the addition of Graduate Diploma and Postgraduate Diploma for adult, child and mental health fields of nursing to the portfolio of NMC approved pre-registration nursing programmes.

The approval of the Graduate Diploma and Postgraduate Diploma for adult, child and mental health fields of nursing will allow existing registered nurses to gain an award in another field of nursing.

All existing approved processes will apply to the Graduate Diploma and Postgraduate Diploma, and the modules studied are already approved as part of the pre-registration BSc (Hons) Nursing and Master's in nursing courses, except for the Sector Recognised Standard Level 7 versions of the apprenticeship practice modules.

Following consultation with employing and practice learning partners, students and staff and feedback from Ofsted, ARU proposes the Graduate Diploma and Postgraduate Diploma nursing programmes to meet the increasing changes in health care in the region.

The Graduate Diploma and Postgraduate Diploma apprenticeship are planned to commence in June and January and will join with the existing apprentices on the pre-registration BSc (Hons) apprenticeship route for shared modules.

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	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

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

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

The Graduate Diploma and Postgraduate Diploma allow students the recognition of prior learning (RPL) in a minimum of 1,512.5 hours of theory and 1,512.5 hours of practice, which is mapped to the standards of proficiency for registered nurses and course outcomes and then complete a minimum of 787.5 hours of theory and 787.5 hours of practice. This equates to 2,300 hours of theory and 2,300 hours of practice to a total of 4,600 hours.

Findings

1. The visitor team considered a range of evidence including an explanation of the programme modification proposed, module specifications, selected staff CVs from the programme team, documentation showing the course structure and course approval forms for the two programmes, both offered as direct entry and apprenticeships.
2. In considering Standard 1.1, the visitor team considered the documentary evidence which outlines clear processes for selection and admission to the programmes using practice partner and student representation, in addition to suitably prepared people who use services and their carers (PSCs). The selection of students is a joint process consisting of university representation, and a practice representative, or employer in the case of apprenticeships. There is evidence of a values-based recruitment approach with candidate scenario examples provided, and the values-based interview with PSCs will allow for the behaviours of the Code to be explored and assessed. As outlined in the course approval documentation and module specification forms, numeracy skills, English proficiency and literacy are explicitly assessed in the academic qualification entry requirements and during the interviews. The additional evidence requested demonstrates that capability for digital and technological literacy is assessed through the mandatory Step into Healthcare (SiHC) package, and this is used as a development tool to assess needs and signpost students to appropriate study skills support.
3. In considering Standard 1.2, the visitor team reviewed the evidence confirming that health and character are assessed on application. Entry criteria outlined on the ARU website and in course specification and approval documents require applicants to have an enhanced DBS and occupational health clearance prior to commencing the course. This is reinforced to applicants at interview. Disclosure and Barring Service (DBS) checks are commenced as soon as a student has accepted their offer, and students may not start placement until approved. The occupational health screening process meets the Higher Education Occupation Practitioners (HEOPS) national guidance on occupational health checks for regulated guidance. This confirms that students may not start a practice learning opportunity until occupational health clearance is confirmed. The module handbooks remind students of ongoing health and character requirements prior to registration.
4. In considering Standard 1.3, the visitor team reviewed the evidence which states that the requirement for students to immediately inform the University of any cautions,

convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments is clearly stated in all the student handbooks. As students are existing registrants, the admission section of the approval document states that checks will be undertaken to ensure that applicants have no restrictions on their practice. There is a process for dealing with any declarations through the Fitness to Practice policy.

5. In considering Standard 1.4, the visitor team noted the CV submitted as evidence to ensure the registered nurse responsible for directing the education programme has the appropriate registration and qualification. There is evidence provided of a clear procedure in place for declaration of health and good character on completion of programmes including authorised signatories who are registered nurses from each of the fields of nursing.
6. Standard 1.5 was considered to be out of scope for this modification as all applicants will be registered nurses.
7. In considering Standard 1.6, the visitor team reviewed the academic regulations, Accreditation of Prior Certified Learning (APCL) flowchart, Code of Practice for Admissions, course information and ARU website. The course information states that applicants must have an honours degree in nursing, or equivalent, be currently registered with NMC as a first level nurse and provide evidence of a minimum of 1,512.5 hours of both theory and practice that is capable of being mapped to the standards of proficiency for registered nurses and course outcomes. For the Graduate Diploma and Postgraduate Diploma, 787.5 hours of both theory and practice, equivalent to 120 credits, must be completed; therefore, the RPL hours plus hours of both theory and practice total 2,300 hours. In addition, the information provided about the RPL shows how students are assessed for their current level against the standards of proficiency on entry to the programme. Additional evidence demonstrates a clear process for mapping of prior learning to the standards of proficiency for registered nurses, and for ensuring that the assessment is completed by the course leader with the student and with a documented plan in place to achieve proficiencies.
8. In considering Standard 1.7, the visitor team considered that the course handbooks identify a range of study skills resources to support numeracy, literacy and digital technology skills throughout the programme such as 'Study Skills Plus', the virtual learning environment (VLE) and learning technology team. The module descriptors show that academic literacy skills are embedded across the curriculum and numeracy skills are specifically supported and assessed through the Safe Medicate platform in the Contemporary Nursing Practice modules.
9. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for Standard 1: Selection, admission and progression of students and learners to enable the NMC Standards 1.1 to 1.7 to be 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	<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

The curriculum provides an equal balance of 787.5 hours of theory and 787.5 hours of practice learning.

A minimum of 50% of the total curriculum is based in theory (2,300 hours) and 50% in practice. APL is required for 1,512.5 of these hours, with 787.5 hours obtained during the Graduate Diploma or Postgraduate Diploma.

Findings

10. The visitor team considered a range of evidence in relation to the curriculum including an explanation of the programme modification proposed, course information, module specifications, course handbooks, documentation showing the course structure and course approval forms for the two programmes, both offered as direct entry and apprenticeships.
11. Standards 2.11, 2.13 and 2.14 are not within scope for this proposed modification.
12. In considering Standard 2.1, the visitor team reviewed an extensive range of evidence submitted, demonstrating compliance with the standards framework for nursing and midwifery education. Further evidence demonstrates that the new programmes were developed in response to and co-produced with stakeholders. This is outlined in the course specification documents and supported with evidence demonstrating that a range of stakeholder consultations, workshops and curriculum planning meetings were held.
13. In considering Standard 2.2, the visitor team concurs that compliance with standards for student supervision and assessment was approved at the previous approval event in 2024 and the existing approved processes will apply to the programmes of this modification. The extensive range of evidence includes a placement management system, online practice supervisor and practice assessment preparation and update training, and an online hub of practice resources for students and practice partners. Evidence also suggests that these were developed and are delivered in partnership with stakeholders. The expectations for student support and supervision in practice is explicit in module descriptors for Contemporary Practice in addition to the student handbooks.
14. In considering Standard 2.3, the visitor team reviewed the ARU course approval forms and mapping which clearly outline the programme learning outcomes were mapped to modules and the standards of proficiency for registered nurses. The mapping also aligned both Annexe A and B to the modules and practice placement opportunities for the child and mental health fields of practice.
15. In considering Standards 2.4 and 2.5, the visitor team reviewed the course specifications which outline that the programmes can only be accessed by current NMC registrants who will meet the standard for exposure across all four fields of nursing via their original nursing programme and this is checked as part of the application and RPL process. The routes for the three fields of nursing practice, adult, children's and mental health, are clearly detailed in course specifications.

16. In considering Standard 2.6, the visitor team determined that the general and professional content necessary to meet the standards of proficiency for registered nurses is listed in the programmes' broad learning outcomes and in more detail in the module descriptors. All standards of proficiency for registered nurses have been mapped to the Graduate Diploma and Postgraduate Diploma modules and identify where each standard is assessed in the practice learning documents.
17. In considering Standards 2.7 and 2.8, the visitor team considered module descriptors and additional evidence requested which outlines the field specific content necessary to meet the programme outcomes at Graduate Diploma and Postgraduate Diploma. The module descriptors and learning outcomes clearly outlined the field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation.
18. In considering Standards 2.9, 2.10 and 2.12, the visitor team considered the module specifications and block plans that demonstrate that the curriculum provides an equal balance of theory and practice learning (787.5 hours of theory and 787.5 hours of practice) for the programmes within scope for this modification, and there is clear evidence of the range of teacher-led and student-managed learning strategies in the module specifications and approval documents. Technology-enhanced learning and simulation opportunities are provided across the curriculum. Evidence includes examples of scenarios, assessments, learning materials and use of the VLE for student and teacher directed learning activities.
19. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC Standards 2.1 to 2.10 and 2.12 to be 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

There is evidence of 2,300 hours of practice learning with a minimum of 1,512.5 hours RPL, and 787.5 hours practice learning hours provided during the programme. ARU plans to have a minimum of 75 hours a year of practice learning through simulation.

Findings

20. The visitor team considered a range of evidence in relation to practice learning including strategy documentation, simulated ward information and information for practice learning including an explanation of the programme modification proposed, course information, module specifications, course handbooks, documentation showing the course structure and course approval forms for the two programmes, both offered as direct entry and apprenticeships.
21. In considering Standard 3.1, 3.2 and 3.3, the visitor team concluded that ARU has clear evidence of partnership working with employers and practice learning partners to provide a range of placement opportunities. Additional evidence was submitted, namely the RN curriculum placement allocation guidance (Sept 2024 curriculum), which indicates that students are allocated two 4-week field-specific practice learning opportunities in contrasting areas, with one acute and one out-of-hospital setting

where possible. A hub and spoke model is used, with additional experiences planned with the academic assessor if required to meet standards of proficiency. Student practice is contained in contemporary nursing practice modules which have previously been approved (apart from the Level 7 apprenticeship version). The England Nursing Practice Assessment Documents (PAD) is used to assess and monitor development of holistic care. Students are allocated a variety of practice learning opportunities to allow them to meet Annexes A and B of the standards of proficiency for registered nurses.

22. In considering Standard 3.4, the visitor team determined that there is evidence of 2,300 hours of practice learning with a minimum of 1,512.5 hours RPL and 787.5 hours provided during the programme. The course information notes that simulated practice learning for the Graduate Diploma and Postgraduate Diploma is 75 hours a year up to a maximum of 200 hours per year to respond to need; this could include specific skills that are required, or where students are unable to attend clinical practice as scheduled. Additional evidence requested shows the content of the 10 field-specific simulated practice learning days in the year. Simulation supports both the modules being studied and the NMC standards of proficiency for registered nurses in the PAD. Further explanation of the block plan has been provided to show where simulation occurs during the year.
23. In considering Standards 3.5, 3.6 and 3.7, the visitor team agreed that a range of student support is outlined in the course information document. The process for reasonable adjustments in practice is clearly set out in the programme handbooks for both direct entry and apprenticeship students. This sets out what will be considered, in terms of reasonable adjustments relating to learning difference or disability but also the limitation of reasonable adjustments. Students are expected to work a range of hours, and this is set out in the programme handbooks. Students will experience different working patterns over a range of practice learning opportunities, and employing partners' support for supernumerary status for apprenticeship students is sought during recruitment processes. Supernumerary status is clearly set out in the programme and practice handbooks and PAD, with systems and processes in place to monitor this. There is evidence of an escalation process if there are concerns about this not being met.
24. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC Standards 3.1 to 3.7 to continue 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

25. The visitor team considered a range of evidence in consideration of supervision and assessment including an explanation of the programme modification proposed, module specifications, documentation showing the course structure and course approval forms for the two programmes, and staff CVs.
26. The Gateway 3 narrative noted that Standards 4.1 to 4.5, 4.8 and 4.10 were unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for these standards and confirmed that for this modification the standards remain as met for supervision and assessment.

27. In considering Standard 4.6, the visitor team confirmed that the contemporary nursing practice 3 modules contain a safe medication drug calculation exam which must be passed at 100%. This requirement is made clear to students in their programme handbooks. This is also reflected in programme learning outcomes. Students are supported with the development of their numeracy and literacy prior to starting the programme through the Step into Healthcare (SiHC) online package. Students also have access to study skills support during the programme.
28. In considering Standard 4.7, the visitor team reviewed evidence that students are allocated to a variety of practice learning opportunities allowing them to meet Annexes A and B of the standards of proficiency for registered nurses. The module specification forms demonstrate that communication is embedded in the adult nursing curriculum. The achievement of these skills is recorded in the PAD.
29. In considering Standard 4.9, the visitor team reviewed evidence that the programme contains an equal weighting in the assessment of theory and practice. While 30 credits out of a total of 120 are assigned to practice, the block plans indicate an equal amount of time spent in practice and theory learning. Programme hours and expectations are clearly set out to students in handbooks.
30. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for Standard 4: Supervision and assessment of students and learners to enable the NMC Standards 4.1 to 4.10 to be 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

31. The visitor team considered a range of evidence in relation to the qualification to be awarded including course information and programme handbooks.
32. The approval documents specify that this programme is for existing NMC registrants who hold either an ordinary or honours degree. They can utilise Accreditation of Prior Certified Learning (APCL) and exit with the Graduate Diploma or Postgraduate Diploma. This is clear in the entry criteria for all routes and fields.
33. The requirement to register the programme within five years is explicitly stated in all the students' programme handbooks and reinforced at the end of the programme.
34. Registered nurses can obtain a second field of nursing practice by studying 120 credits at either Graduate Diploma or Postgraduate Diploma in a different field of practice. Students can utilise APCL and exit with the Graduate Diploma or Postgraduate Diploma. This is clear in the entry criteria for all routes and fields.
35. Students are allowed APCL of 1,512.5 hours of theory and 1,512.5 hours of practice and then complete a minimum of 787.5 hours of theory and 787.5 hours of practice. This equates to a total of 4,600 hours.
36. The programmes comprise two 15 and three 30-credit modules.
37. The visitor team confirms that ARU clearly notifies students and learners during and before completion of the programme that they have five years to register their award with the NMC.
38. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for the award of Standard 5: Qualification to be awarded for students and learners to enable the NMC Standards 5.1 and 5.2 to be met.

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