



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

**Pre-registration nurse qualification leading to:
Pre-registration nursing: Adult / Child
Pre-registration nursing Adult / Child
(Apprenticeship)**

Anglia Ruskin University

December 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Health Business Centre Bishop Hall Lane Chelmsford, Essex 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	The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust Gayton Road King's Lynn PE30 4ET
Name of employer partners for apprenticeships	Not applicable
Approval type	Major modification

Name of programme				
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Nursing (Adult) BSc (Hons) Nursing (Adult) (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing (Child) BSc (Hons) Nursing (Child) (Apprenticeship)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Proposed programme start date	31/03/2025
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes
Date of visit	10/12/2024
Visitor team	Registrant Visitors: Dr Joanne Rouse, Mrs Natalie Dodge Lay Visitor: Dr Caroline Thomas

Executive summary

Quality Assurance Reviews (QAR) 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 10 December 2024 onsite at Queen Elizabeth Hospital Kings Lynn, Norfolk.

Context for the review

The AEI, Anglia Ruskin University (ARU), submitted a modification request to add a satellite site at Queen Elizabeth Hospital Kings Lynn (QEHL). Following significant developments of the QEHL site including an education centre, ARU considered the opportunity to deliver the nursing programme offering nursing career opportunities within the local region and providing stability for the future workforce in the area.

Students and learners will be enrolled as ARU students and learners based at QEHL will have full access to all facilities and services available for all ARU students, including QEHL health and wellbeing resources and services.

The proposal is for QEHL to be approved as a satellite site for both the Foundation Degree (FdSc Nursing Associate) and Apprenticeship and BSc (Hons) Nursing – adult and child field. Both apprenticeship and direct entry routes will be offered, and where possible it is planned to deliver the direct entry and apprenticeship programmes together.

ARU currently has an approved satellite site at the College of West Anglia (CWA). The agreement between ARU and CWA is due to end and will not be reviewed, subsequently the September 2024 cohort will be the last recruited as part of this contractual agreement. The new agreement with QEHL will commence from September 2025 with designated ARU staff delivering the approved programme at the QEHL satellite site.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI 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 detailed findings of the NMC 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** 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

Conditions				
No.	Condition details	Specific standard not met	NMC only	AEI only
C1	ARU to provide evidence to assure the visitors that QEHKL has learning environments which have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.	Standard PRN 2. 1	NMC	
C2	The course team should confirm the maximum cohort sizes in the first phase of development and the total number of registered students to provide assurance as to the capacity of placements and learning resources.			AEI
Date for all conditions to be met to meet intended delivery date		20 January 2025 extended to 31 January 2025 at AEI request.		

All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard	NMC only	AEI/EI only
R1	Monitor through annual self-report that learning environments, have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes as QEHKL cohort sizes increase.	Standard PRN 2.1	NMC	

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard	NMC only
GP1	QEHKL education team PREPARE programme which works with student nurses and nursing associates to create a sense of belonging and opportunities for professional continuity and career progression	Standard 4.1	NMC

Response to conditions

The visitor team reviewed in full the response(s) and evidence from the AEI to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and any specific observations from the AEI relating to individual standards, are recorded in the main body of this report.

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

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI 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

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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

Accreditation of prior (APL) and experiential learning (APEL) confirm that students may be accredited with up to a maximum of 50 percent of the overall award with accurate mapping of prior learning to professional requirements and modules. It is made clear that a minimum of 50 percent of the total curriculum based in practice (2300 hours). For APL a minimum of 50 percent of the total curriculum based in theory (2300 hours) APL of up to 1150 of these hours is possible. NMC registered nurses are permitted recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme.

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorse that the recognition of prior learning metrics are unchanged from preceding NMC approval.

Findings

1. The visitor team considered a range of evidence in relation to selection, admissions progression, planning and strategy documents and staff curriculum vitae's (CVs). The team also met with key stakeholders, including members of the programme team, students and practice learning and employing partners.
2. The Gateway 3 narrative noted that Standard 1 was unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 1.1 – 1.7 and confirm that for this modification the standards remain as met for the selection, admission and progression of students to the QEHKL satellite site.
3. In considering standards 1.1 – 1.4 the visitor team considered the documentary evidence and evidence gained during the visit and confirm selection, admission and progression for direct entry students and learners will follow the same processes for all ARU students and learners. ARU's entry requirements ensure that students have the capability to develop the numeracy, literacy, digital and technological skills to meet programme outcomes and demonstrate the required proficiency in English language. The recruitment of apprentices is in partnership with employing partners, with interviews held jointly with ARU and employers. ARU undertake occupational health assessment and fitness to practise checks for all students. Occupational health checks and any required risk assessments are mandatory prior to students commencing practice learning. Student selection processes are clearly established and invite students to demonstrate values in accordance with the Code.
4. In relation to Standards 1.5 and 1.6 the visitor team considered the all the information available which demonstrates that previously NMC approved processes for accreditation of prior (APL) and experiential learning (APEL) and confirm that students may be accredited with up to a maximum of 50 percent of the overall award

with mapping of prior learning to professional requirements and modules. For APL a maximum of 50 percent of the total curriculum based in theory (1150 hours) and 50% in practice (1150 hours) is possible. NMC registered nurses are permitted recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes that may be more than 50 percent of the programme.

5. For Standard 1.7, students based at QEHLK satellite site will have the same support to develop their abilities in numeracy, literacy and digital and technological literacy as students at other ARU campuses and will also have access to resources available at QEHLK such as the QEHLK library, open 24/7, which has learning zones and access to computers.
6. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for the selection, admission and progression of students and learners to enable the NMC standards 1.1 to 1.7 to continue to be met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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 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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Findings

7. The visitor team considered a range of evidence in relation to the curriculum including simulated ward information, strategy and curriculum information. The team also met with key stakeholders, including members of the programme team, students and practice learning and employing partners.
8. The Gateway 3 narrative noted that Standard 2 was unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 2.1 – 2.10 and 2.12 considered the documentary evidence and evidence gained during the visit for this modification for the addition of QEHL as a satellite site.
9. Standards 2.11, 2.13 and 2.14 are not within scope for this proposed modification.
10. In considering Standard 2.1 the visitor team noted that during meetings with senior managers at ARU and QEHL at the time of the visit, there remains no evidence of contractual agreements between ARU and QEHL. The visitor team agreed that there was subsequently asserted that there is no evidence to assure that requirements 2.14 and 2.15 of Standards framework for nursing and midwifery education (SFNME) are met regarding capacity, facilities and resources and who is responsible for the management of these as well as ensuring the safety and effectiveness of the spaces at QEHL for students. This was discussed at the visit leading to **Condition (C1)** which requires ARU to provide evidence to assure the visitor team that QEHL has agreed and confirmed assurances of the learning environments which have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes. The visitor team also makes **Recommendation (R1)** that ARU monitor through annual self-report that learning environments, have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes as QEHL cohort sizes increase.
11. In considering to Standards 2.2 – 2.8 inclusive, the visitor team reviewed the documentary evidence and meetings during the visit which assures the visitor team that the planned curriculum content and delivery meets the required standard. There are a wide range of learning opportunities offered by ARU and these are supported by the contributions of the QEHL practice education team. Students commented on the excellent support by QEHL team. There is clear evidence of four field exposure within the MYEPAD. The evidence reviewed gives clear detail of the routes to registration with the NMC for Adult and Children's Nursing including RPL processes. There is clear mapping of programme outcomes to module learning outcomes for generic and field specific (adult and child) modules which demonstrate the programme has the required content to meet the NMC Standards of proficiency for registered nurses. Overall, the evidence reviewed gives robust evidence that there is content related to law, safeguarding, consent, pharmacology and medicines administration/optimisation throughout the programme for those studying Adult or Children's nursing.
12. In considering standards 2.9, 2.10 and 2.12 the visitor team reviewed the student

practice handbooks which are unchanged from previous NMC approval (April 2024) and offers generic information (non-site specific). Students are required to undertake a minimum of 2300 hours in both theory and practice, a total of 4600 hours including the requirement for 50 percent theory and 50 percent practice. Simulation is noted on module specification forms across the programme. Simulated Practice Learning is used within in the programme and the amount of pre-approved simulated practice learning hours remains unchanged through this modification. At the modification visit, ARU, QEHL staff and students were able to discuss the use of simulation opportunities not related to simulated practice learning within the curriculum. It was clear a range of opportunities were available through QEHL practice education team providing sessions additional to the curriculum (in response to student feedback) alongside the timetabled skills and simulation sessions within the curriculum. The evidence reviewed demonstrates that the requirement for 4600 hours to be completed across a minimum of 3 years are met for direct entry students, in line with NMC requirements. At the modification visit, the ARU team gave further clarification of the structure of the programme and modules to confirm the programme meets the NMC requirements of 4600 hours across the programme.

13. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for the curriculum to enable the NMC standards 2.2 to 2.10 and 2.12 to continue to be met.

Curriculum requirements

The programme includes a minimum of 4600 hours of learning, split between 50 percent theory and 50 percent practice. This includes 2300 hours of theory-based learning and 2385 hours of practice-based learning.

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorse that curriculum requirements are unchanged from the preceding NMC approval.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	ARU to provide evidence to assure the visitors that QEH has learning environments which have the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.	<p>Documentary evidence confirms the legal contract between ARU and QEH has been signed and is uploaded to the NMC QA link. This contract includes the assurance of the facilities and resources in place to deliver safe and effective learning opportunities.</p> <p>Documentary review of the QEHL total numbers plan 2025-2028, confirms the projected student numbers, identifying a gradual increase in numbers over the next academic years. Documentary submission assures this gradual increase gives time for increase in</p>

		staffing resource, should that be required and as outlined in the legal contract. Therefore, the visitor team concurs Condition one is met.
C2	The course team should confirm the maximum cohort sizes in the first phase of development and the total number of registered students to provide assurance as to the capacity of placements and learning resources.	Documentary submission assures the university have approved the response to this university condition. University condition is met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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"/>

Findings

14. 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 for Practice Assessors and Practice Supervisors. The team also met with the programme team, students and practice learning and employing partners.
15. The Gateway 3 narrative noted that Standard 3 was unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 3.1 – 3.7 and confirm that for this modification the documentary evidence confirms that the standards remain as met for practice learning for students and learners at the QEHLK satellite site.
16. In considering Standard 3.1 and 3.3, ARU has clear requirements and processes to provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures and 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 as set out in the Standards of proficiency for registered nurses to. The visitor team confirmed these standards continue to be met.

17. In considering Standard 3.5, ARU demonstrated that account is taken of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities. ARU's processes have been further enhanced through the review and implementation of revised processes, for example, the Wellbeing and reasonable adjustment practice plan (WRAPP).
18. In considering to Standards 3.4, 3.6 and 3.7 there are clear requirements and processes to provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning. Students will experience the range of hours and are ensured to be supernumerary. A tour of the simulation facilities at QEHL by the visitor team and meetings with practice staff indicated that students can be timetabled for simulated practice learning. Evidence documentation outlines recent approval for a minimum of 75 hours per year of practice learning through simulation with a total of 300 hours. However, there may be occasions where ARU would deliver more hours by simulated practice learning but not exceeding 600 hours.
19. Students on placement at QEHL spoke positively about bespoke simulation experiences that were organised for them by the educational team to develop their confidence in meeting the proficiencies required on the programme.
20. In considering Standards 3.2 and 3.5, the visitor team reviewed all the documentary evidence, and discussion during meetings with the programme team, students and practice and employing partners at the approval event, indicate that students' individual needs and personal circumstances are met when allocating their practice learning including making reasonable adjustments for students with disabilities. The programme team encourages students to share any needs with practice and employing partners and the importance of doing so to enable reasonable adjustment plans and the support required. Practice and employing partners confirmed meeting with students requiring reasonable adjustments and communicating any aspects documented in a support plan on a need-to-know basis. They were aware of their responsibilities for supporting students' individual needs in practice and were aware of the support for students' mental health and wellbeing and how students can be signposted to relevant ARU support services.
21. The addition of the QEHL satellite site has involved collaborative working to ensure adequate practice learning opportunities for all students. ARU works closely with QEHL and the Norfolk and Waveney Health and Care Partnership to enhance and expand the placement capacity locally. The current programmes will be taught out at College of West Anglia (CWA) where the programme has been offered since 2022 and relocated to QEHL. The last intake at CWA site will be in September 2024. There are currently two ARU staff members who will deliver the face-to-face teaching including skills sessions at QEHL.
22. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for practice learning to enable the NMC standards 3.1 to 3.7 to continue to be met.

Practice learning requirements and simulated learning hours

The programme will provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.

The Gateway 3 narrative noted that this standard was unchanged through this modification. The visitor team endorse that practice learning requirements are unchanged from the preceding NMC approval

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
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

23. The visitor team considered a range of evidence in relation to supervision and assessment including planning and strategy documents and operational meeting agendas and corresponding minutes. The team also met with key stakeholders, including members of the programme team, students and practice learning and employing partners.
24. The Gateway 3 narrative noted that Standards 4.1 – 4.10 are unchanged through this modification from evidence submitted for the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 4.1 – 4.10 and confirm that for this modification the standards remain as met for the addition of the QEHLK satellite site.

25. In considering Standards 4.1, 4.2, 4.5 and 4.10, the evidence the visitor team reviewed was unchanged through this modification from the preceding NMC approval. The visitor team confirms that ARU has clear requirements and processes to ensure that support, supervision, learning and assessment provided complies with the Standards framework for nursing and midwifery education, Standards for student supervision and assessment and Standards of proficiency for registered nurses.
26. During the visit, students informed the visitor team that QEHL facilitate opportunities for bespoke programmes for students and learners to enhance their learning. Another example given was the PREPARE programme, which comprised of four sessions aimed to develop a sense of belonging to the QEHL satellite site, inform of career development opportunities, support with employability through careers advice and targeted support aimed to support students and learners as they transition to registered nurses.
27. There is a clear collaborative approach to supporting student learning in practice, with students discussing the effectiveness of this and the positive impact on learning. There is evidence of good practice through the QEHL practice education team PREPARE programme, which supplements teaching and employability through delivering sessions around career development, preparing for newly qualified nurse role, opportunities and well as wellbeing, interview skills and CV support. The visitor team in collaboration with the panel agreed that the PREPARE programme demonstrates delivery support and development for students and learners and is considered **good practice (GP1)**.
28. In relation to Standards 4.3, 4.4, 4.7, 4.8 and 4.9 the evidence the visitor team reviewed was unchanged through this modification from the preceding NMC approval. The visitor team confirms that ARU has clear policy and processes to assure that students are provided with constructive feedback, there is equal weighting in the assessment of theory and practice, and communication and relationship management skills and nursing procedures deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult and children's nursing.
29. For Standard 4.6, the visitor team considered previously submitted evidence. The student and practice handbook provides evidence that students must achieve 100 percent pass mark for safe medication drug calculation exam.
30. Based on the evidence submitted and meetings with stakeholders, the visitor team considers that ARU has in place the appropriate arrangements for the supervision and assessment of students and learners to enable the NMC standards 4.1 to 4.9 to continue 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
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 evidence submitted for the preceding NMC approval and met with the programme team.
32. The Gateway 3 narrative noted that Standard 5 was unchanged through this modification from the preceding NMC approval. The visitor team reviewed all the evidence submitted for Standards 5.1 and 5.2 and confirm that the qualification to be awarded is unchanged for this modification.
33. The programme comprises of a mix of 15 and 30 credit modules. Registered nursing learners can progress to the next level trailing some failed credits providing they have passed 90 credits which is in line with ARU regulations.
34. Students and learners must complete the designated number of theory and practice hours for the programme being no less than 2300 hours of theory and 2300 hours of practice.
35. 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.
36. 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 qualification for the of students and learners to enable the NMC standards 5.1 and 5.2 to continue to be met.