

**Programme Major Modification report**

**Section one**

<b>Programme provider name:</b>	Anglia Ruskin University
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Children’s <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Children’s <input checked="" type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input checked="" type="checkbox"/></p> <p><i>Dual award - pre-registration nursing</i></p> <p>Dual award - adult/mental health <input checked="" type="checkbox"/></p> <p>Dual award - adult/children’s <input checked="" type="checkbox"/></p> <p>Dual award - adult/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/learning disabilities <input type="checkbox"/></p> <p>Dual award - mental health/children’s <input checked="" type="checkbox"/></p> <p>Dual award - learning disabilities/children’s <input type="checkbox"/></p>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	<p>BSc (Hons) Nursing (Adult)</p> <p>BSc (Hons) Nursing (Child)</p> <p>BSc (Hons) Nursing (Mental Health)</p> <p>BSc (Hons) Nursing (Adult and Mental Health)</p> <p>BSc (Hons) Nursing (Child and Mental Health)</p>
<b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A

<p><b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>Integrated MNurs (Adult and Children) Integrated MNurs (Adult and Mental Health) Integrated MNurs (Mental Health and Children)</p>
<p><b>Academic levels of current programme:</b></p>	
<p>Registered Nurse – Adult</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse – Children’s</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>Registered Nurse - Learning Disabilities</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Registered Nurse - Mental Health</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>

NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Dual award - adult/mental health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Dual award - adult/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

	<input checked="" type="checkbox"/> N/A
Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
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<b>Academic levels of modified/additional programme(s)/route(s):</b>	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Registered Nurse – Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p>

	<p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
NDA Adult	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
NDA Children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
NDA Learning Disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>

NDA Mental Health	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
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Dual award - adult/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/learning disabilities	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Dual award - mental health/children's	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10   <input type="checkbox"/> Level 11</p>

	<input type="checkbox"/> N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	15 April 2020
<b>Date(s) of NMC approval of any modifications since last approval:</b>	29 July 2022
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b>	
RN – Adult	9 September 2024
RN – Children's	9 September 2024
RN - Learning Disabilities	
RN - Mental Health	9 September 2024
NDA Adult	9 September 2024
NDA Children's	9 September 2024
NDA Learning Disabilities	
NDA Mental Health	9 September 2024
Dual award - Adult/Mental Health	9 September 2024
Dual award - Adult/Children's	9 September 2024
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	

Dual award – Mental Health/Children’s	9 September 2024
Dual award – Learning Disabilities/Children’s	
<b>Date of modification:</b>	5 June 2024
<b>Type of modification:</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: Elizabeth Mason

## **Section two**

### **Summary of review and findings**

Anglia Ruskin University (ARU) is an approved education institution (AEI) and is seeking approval for a modification to the pre-registration nursing programme provided by the school of nursing and midwifery (the school) within the faculty of health, medicine and social care (the faculty).

The programme is approved by the Nursing and Midwifery Council (NMC) since 15 April 2020. The programme presented for modification includes numerous routes. These are full-time, three-year Bachelor of science (BSc) with honours (Hons) routes in adult, mental health and children's nursing, full-time three-year apprenticeship routes in adult, mental health and children's nursing and four-year apprenticeship routes in adult, mental health and children's nursing. The original approved programme also includes two BSc (Hons) dual award routes in adult and mental health fields and mental health and children's fields.

The programme is delivered by ARU across three sites:

- ARU Cambridge for adult, children's and mental health fields
- ARU Chelmsford for adult, children's and mental health fields
- ARU Peterborough for adult and children's fields (approved through modification)

The delivery of the programme is provided as follows:

- BSc (Hons) direct entry routes in September and March
- BSc (Hons) apprenticeship routes in October and May
- BSc (Hons) dual award routes in September and March

This modification to ARU's existing programme is considered against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for pre-registration nursing programmes (SPNP) (NMC 2018, updated 2023) and the Future nurse: Standards of proficiency for registered nurses (FN:SPRN) (NMC, 2018).

Evidence is presented for a modification to enhance the quality of the curriculum. A modification to the curriculum follows a NMC monitoring visit in June 2023, an Office for Standards in Education, Children's Services and Skills (Ofsted) review and an internal quality review and collaboration with employer partners (EPs), practice learning partners (PLPs), students and people who use services and carers (PUSCs). The proposed modifications reflect the action plan agreed with the NMC and the recommendations provided by Ofsted to emphasise the knowledge, skills and behaviours of the apprenticeship standards in the curriculum. The modified curriculum also reflects the changes in the delivery of health and social care and technological advances used to support teaching and

learning and the use of simulated practice learning (SPL). The programme team present evidence of a review of all module content, learning outcomes and assessments to reduce potential use of artificial intelligence (AI) in the completion of summative assessments and to provide an increased emphasis on the inclusion of digital healthcare in the curriculum.

The modification also includes evidence to support a change to the selection process to implement completion of a mandatory 'step into healthcare' learning package completed prior to the start of the programme. This is provided to strengthen the digital and numeracy skills of applicants/future students prior to commencing their chosen route of study.

Documentary evidence and discussion with the programme team confirm a further modification to provide an integrated Masters in nursing (MNurs) route in adult and children, adult and mental health and mental health and children's nursing. These proposed routes replace the approved BSc (Hons) dual award routes.

No new EPs are proposed as part of this modification.

Documentary evidence and the visit confirm that strategic and operational meetings are embedded in governance structures to monitor the quality of practice learning, student evaluations and any practice learning concerns. There's evidence of a partnership approach to address, monitor and manage any adverse systems regulator reports including those from the Care Quality Commission (CQC).

ARU monitors equality, diversity and inclusion (EDI) data to ensure the learning culture is compliant with equalities and human rights legislation. Monitoring includes student population data, recruitment, retention, attainment, student satisfaction and employment. EDI is monitored at programme level, and this provides programme leads with data on differential attainment at programme and module level. Data is monitored and programme leads are required to prepare enhancement plans to address any identified attainment gaps.

The modification visit is undertaken face to face.

Arrangements at programme level don't meet the SFNME as conditions apply.

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

The programme is recommended for approval subject to three joint NMC and university conditions and one university condition. One joint NMC and university recommendation is made.

Updated 3 July 2024:

ARU provide documentation to meet the joint NMC and university conditions. ARU confirm the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: Clearly identify within the programme documents the range of learning and teaching strategies, including a detailed breakdown of on-campus and online learning activities and use of SPL. (SFNME R3.2; SPNP R2.9) (NMC and university condition)</p>

	<p>Condition two: The programme team must develop clear mechanisms to manage the quality of online delivery with respect to student experience and currency of material. (SPNP R2.9) (NMC and university condition)</p> <p>Condition three: Create clear guidance around criteria for activities that can be recorded as practice hours and the monitoring and recording of SPL hours completed by students. (SPNP R3.4) (NMC and university condition)</p> <p>Condition four: The programme team need to make technical amendments to the programme documents to ensure clear and accurate information for university systems. (University condition)</p>
<b>Date condition(s) to be met:</b>	26 June 2024
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: Consider amending student facing documentation to provide further information about the changes made to programme content to improve the learning experience for students who won't transition to the modified programme. (SFNME R3.2) (NMC and university recommendation)
<b>Focused areas for future monitoring:</b>	Review the implementation and recording of placement hours completed through SPL.

<b>Programme is recommended for approval subject to specific conditions being met</b>
<p><b>Commentary post review of evidence against conditions:</b></p> <p>The revised programme documents provide details of the range of teaching and learning strategies used to deliver the programme and the hours for on-campus and online teaching activities including the use of SPL. Condition one is met.</p> <p>The programme team provide details of the mechanisms used by ARU to manage the quality of online delivery, the strategy for updating learning materials and guidance to support students' online learning experience. Condition two is met.</p> <p>The revised documents provide EPs, PLPs and students with clear guidance as to the activities that can be recorded as practice learning hours. Information is also</p>

presented to confirm the ways in which the recording and monitoring of SPL hours is managed. Condition three is met.

The AEI confirm the technical amendments to programme documents is complete. Condition four is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Confirmation that conditions one, two and three are joint with the university. One typographical error in the summary section. Appropriate changes made to the report.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	26 June 2024

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:  <a href="#">Standards for pre-registration nursing programmes</a> (NMC 2018, updated 2023)  <a href="#">Future nurse: Standards of proficiency for registered nurses</a> (NMC, 2018)  <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)  <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)  <a href="#">QA Handbook</a> (NMC, 2022)</p>

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

**Please refer to the following NMC standards reference points for this section:**

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

**Standard 1: The learning culture:**

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

**Standard 2: Educational governance and quality:**

- S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

**Standard 1: Organisation of practice learning:**

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

**Standard 3: Practice supervisors: role and responsibilities:**

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

**Standard 4: Practice supervisors: contribution to assessment and progression:**

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

**Standard 7: Practice assessors: responsibilities:**

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

**Standard 9: Academic assessors: responsibilities:**

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

### **Findings against the standard and requirements**

**Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.**

Documentary evidence and the modification visit confirm that ARU works in partnership with their students, EPs, PLPs and PUSCs. The university has comprehensive systems, processes and supporting infrastructure for programme development, delivery and governance. There are effective partnerships at both a strategic and operational level. There's commitment from the university and PLPs to work together to support the implementation and delivery of the modified curriculum and the new routes. PLP senior education leads and practice education staff we meet tell us there are effective processes in place to respond to the needs of students, practice supervisors and practice assessors. The programme team, senior nurses and practice education staff confirm there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.

There's evidence of partnership working to review and re-design the modified curriculum. The EPs, PLPs and PUSCs confirm their involvement with programme development through a series of meetings with the programme leads. The collaboration with EPs, PLPs and PUSCs provides a modification to the programme to include an emphasis on communication and professionalism early in the programme to embed professional values and communication skills for all fields. There's also an increased focus on personalised care through the delivery of additional clinical skills teaching and SPL, and a more equal balance of content on physical and mental health and wellbeing needs of patients and clients and applied pathophysiology.

The evidence provided and discussions with the programme team tell us how feedback was gained from current students to support the curriculum development. This includes student evaluations which are incorporated in the evidence to support the proposed changes. Examples of this are the increase in in-person campus learning, increased clinical skills and the inclusion of more content on applied anatomy and physiology to support learning about pathophysiology and care needs.

The students we meet tell us they've been made aware of the proposed changes to the curriculum but haven't been actively involved in the development. The programme team confirm there's been a review of evaluation processes to

encourage student engagement in giving feedback. Student feedback on teaching, learning, assessment and practice learning is gained through personal tutorial meetings, the module and clinical placement evaluations and the student staff liaison committee meetings. Apprenticeship students also provide feedback during their regular progress review meetings. Student feedback is also collated through the implementation of a new 'you said, we did' feedback system to allow students to see how feedback is heard and acted upon. Students tell us that they receive feedback for formative and summative assessments and are debriefed following all SPL activities. The students we meet tell us that reasonable adjustments are made to suit individual learning needs and they've regular opportunities to gain feedback on their learning through formative assessments and supervision for summative assessments.

The school has a strategy for involving PUSCs in programme design, delivery and evaluation processes to support teaching and learning. The PUSC group is called the lived experience ARU network (LEARN). The evidence presented and discussions with the programme team and PUSC members confirm that the group contributes to the strategy meetings to support the development of the modified curriculum and assessment strategy. PUSCs are involved in the delivery of the modified programme. PUSCs tell us they're involved in the design, delivery and evaluation of the programme through the LEARN group and have contributed to designing the modified curriculum and student assessment. PUSCs provide feedback and suggestions for the module titles and content and the assessment strategy. The programme team tell us that programme leads organise the inclusion of PUSCs in student learning activities to share their lived experiences and to support teaching and learning activities. PUSC representatives at the visit confirm they're prepared for and supported in their activities with students and that they've access to EDI training. They tell us how this enables them to work effectively with students who've diverse backgrounds and needs. PUSCs collaborate with the programme team to review and rewrite interview questions and participate in the selection of students. The students we meet tell us that PUSCs contribute to their interviews and teaching activities and that their participation supports their learning.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

**MET**  **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

**MET**  **NOT MET**

**Post Event Review**

**Identify how the condition is met:**

N/A		
<b>Date condition(s) met:</b>		
N/A		
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>
N/A		

<b>Student journey through the programme</b>	
<b>Standard 1: Selection, admission and progression</b>	
<b>Approved education institutions, together with practice learning partners, must:</b>	
R1.1 Confirm on entry to the programme that students:	
R1.1.1 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	
R1.1.2 demonstrate values in accordance with the Code	
R1.1.3 have capability to learn behaviours in accordance with the Code	
R1.1.4 have capability to develop numeracy skills required to meet programme outcomes	
R1.1.5 can demonstrate proficiency in English language	
R1.1.6 have capability in literacy to meet programme outcomes	
R1.1.7 have capability for digital and technological literacy to meet programme outcomes.	
R1.2 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	
R1.3 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	
R1.4 ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme	

- R1.5 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 percent of the programme
- R1.6 for NMC registered nurses permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes that may be more than 50 percent of the programme
- R1.7 support students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes, and

[Standards framework for nursing and midwifery education](#) specifically R2.6, R2.7, R2.8, R2.9, R2.11

**Proposed transfer of current students to the programme under review**

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration nursing programmes](#) (NMC 2018, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#)** (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

**Findings against the standard and requirements**

**Evidence provides assurance that the following QA approval criteria are met:**

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of people who use services and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)  
**YES**  **NO**
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).  
**YES**  **NO**
- 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. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.2)

YES  NO

- 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. (R1.3)

YES  NO

- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES  NO

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme (R1.5)

MET  NOT MET

R1.5 is met. Unchanged through this modification.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET  NOT MET

R1.6 is met. Unchanged through this modification.

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously

developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET  NOT MET

R1.7 is met. Unchanged through this modification.

**Proposed transfer of current students to the programme under review**

**From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.**

Students currently in year one will transfer to the modified programme. The mapping document demonstrates that there are no gaps, therefore all students will transition to the new curriculum without the need to complete any bridging activities. The evidence presented and discussion with the programme team confirm that students were informed about the programme change and agree to their transition to the modified programme for year two onwards. If a student on one of the current routes takes an interruption of study, there's a clear process that shows how modified routes are mapped to current modules. This provides assurance that a student can re-join the programme and achieve the relevant programme outcomes and NMC standards.

Students currently in year two and progressing to year three will remain on the current programme. The students we speak with raise concerns about their learning experience as they progress to year three. The programme team is advised to ensure that student facing documentation provides accurate information about the changes made to the current programme to improve the learning experience for students who won't transition to the modified programme.  
(Recommendation one)

**Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).**

**From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.**

The SSSA are embedded in the pre-registration nursing programme since 2020 and therefore there are no students to transfer.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES  NO

<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 5 June 2024		
<b>Post event review</b>		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

<b>Standard 2: Curriculum</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R2.1 ensure that programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R2.2 comply with the NMC <i>Standards for student supervision and assessment</i></p> <p>R2.3 ensure that programme learning outcomes reflect the <i>Standards of proficiency for registered nurses</i> and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>R2.4 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</p> <p>R2.5 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</p> <p>R2.6 set out the general and professional content necessary to meet the <i>Standards of proficiency for registered nurses</i> and programme outcomes</p> <p>R2.7 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</p> <p>R2.8 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</p> <p>R2.9 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies</p>

- R 2.10 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment
- R2.11 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language
- R2.12 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
- R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and
- R2.14 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.

*Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.*

*Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11*

### Findings against the standard and requirements

**Evidence provides assurance that the following QA approval criteria are met:**

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)  
YES  NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)  
YES  NO
- Mapping to show how the 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 (R2.3)  
YES  NO

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.**

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all

four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

**MET**  **NOT MET**

R2.4 is met. The documentary evidence and visit confirm that the design and delivery of the programme supports students to experience the four fields of nursing for theory and practice learning. The programme is designed around shared and field specific modules. Students undertake shared modules across year one and two of the programme, and the programme documentation confirms that module content is contextualised to support field identity.

During the visit, the programme team confirm that SPL scenarios and activities for shared and field topics are developed to ensure students are exposed to their chosen field, as well as share learning across all fields. The students we meet during the visit confirm their current experience of four fields of practice through theory and practice placement learning.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

**MET**  **NOT MET**

R2.5 is met. The MNurs routes provide second field of practice modules that are undertaken across years three and four. The documentary evidence and visit confirm that students undertaking the dual award routes have core placements in year one, placements in year two that relate to both fields of practice and field specific placements in years three and four. The year four placements relate to the second field of practice. Students completing the MNurs route complete all field modules in their first field of nursing practice in years one and two. The MNurs route provides an additional 120 credits at level seven during year four, and the modules are field specific for the second field of practice. The modules demonstrate field specific learning outcomes and content in the module descriptors. These allow students to enter the register with a dual award. The level seven module content provides additional learning related to critical care, managing complex care, public health, leadership and quality improvement and contemporary issues related to the field of nursing.

**Evidence provides assurance that the following QA approval criteria are met:**

- There is evidence that mapping has been undertaken to show how the general and professional content meets NMC requirements of the *Standards of proficiency for registered nurses* and programme outcomes (R2.6)

**YES**  **NO**

There is evidence that mapping has been undertaken to 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 (R2.7)

YES  NO

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.**

- There is evidence that mapping has been undertaken to 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 (R2.8)

MET  NOT MET

R2.8 is met. There's field specific safeguarding in the field specific modules and the curriculum now integrates the NHS England workforce, training and education SCRIPT e-learning package to support learning for pharmacology and medicines administration. SCRIPT is the name of the e-learning package, not an abbreviation or acronym. This enables generic SCRIPT e-learning modules to be studied in years one and two with field specific content provided for level six and seven in the relevant routes. The programme specifications and module descriptors confirm content in relation to the law, consent, pharmacology and medicines administration and optimisation are included in the programme's generic and field specific modules.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET  NOT MET

R2.9 is not met. Programme documentation demonstrates that during the programme students and apprentices complete a minimum of 2300 hours of theoretical learning and 2300 hours practice learning, including hours awarded through recognition of prior learning. Practice and theory hours are timetabled as 37.5 hours per week. Breaks aren't included in the time allocated for theory and practice learning. All programme routes include 75 hours of SPL in each year

which provides 225 hours for the BSc (Hons) routes and 300 hours for the MNurs routes.

The programme is provided through a blended approach with face-to-face teaching on campus and focused directed study and learning activities undertaken through the virtual learning environment (VLE). The programme specifications and programme handbooks reflect the increased focus on professionalism, pharmacology and medicines optimisation across the programme. Programme documentation and the modification visit show how the design and delivery of the proposed four-year integrated MNurs dual award routes support students to gain experience in two fields of nursing to achieve a dual award. Programme plans demonstrate that there's a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme.

The programme documentation provides insufficient detail to inform students of the strategies and range of learning and teaching activities they'll experience and how these are delivered. (Condition one)

Students raise concerns about the quality of online learning experiences and the currency of materials used to support teaching and learning. (Condition two)

- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment (R2.10)

**MET**  **NOT MET**

R2.10 is met. The documentary evidence presented and discussions with the programme team confirm that technology and simulation are used appropriately in the curriculum, with the use of clinical skills and simulation suites for module teaching where appropriate. As part of the selection processes, students are required to complete a mandatory 'step into healthcare' learning package prior to the start of the programme. This provides resources to support academic writing development, numeracy and information and digital technology skills. The simulation and clinical skills team have undertaken digital skills training to support the use of low and high fidelity learning for SPL and the delivery of clinical skills teaching. ARU use the VLE platform Canvas which supports students with web-based learning and the provision of online programme materials. There's use of e-learning courses and modules, such as SCRIPT and the NHS leadership academy resources, to supplement taught content.

**Evidence provides assurance that the following QA approval criteria are met:**

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.11)

**YES**  **NO**  **N/A**

The programme is only delivered in England.

- Evidence to 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 (R2.12)  
YES  NO
- Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13)  
YES  NO  N/A
- Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14)  
YES  NO  N/A

The programme leads to registration with the NMC only.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula are met

YES  NO

The programme documentation provides insufficient detail to inform students of the strategies and range of learning and teaching activities they'll experience and how these are delivered. Students aren't therefore provided with all information about approaches to teaching. (Condition one)

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula and assessment are met

YES  NO

### Outcome

Is the standard met?

MET  NOT MET

The programme documentation provides insufficient detail to inform students of the strategies and range of learning and teaching activities they'll experience and how these are delivered.

Condition one: Clearly identify within the programme documents the range of learning and teaching strategies, including a detailed breakdown of on-campus and online learning activities and use of SPL. (SFNME R3.2; SPNP R2.9) (NMC and university condition)

Students raise concerns about the quality of online learning experiences and the currency of materials used to support teaching and learning.

Condition two: The programme team must develop clear mechanisms to manage the quality of online delivery with respect to student experience and currency of material. (SPNP R2.9) (NMC and university condition)

**Date:** 5 June 2024

### **Post event review**

#### **Identify how the condition(s) is met:**

Condition one: The revised programme documents provide details of the teaching and learning strategies used to deliver the programme and the hours for on-campus and online teaching activities, including SPL.

Condition one is met.

Evidence:

Nursing approval conditions response June 2024, 26 June 2024

ARU BSc nursing direct entry student and practice handbook 2024 updated with conditions, undated

ARU MNurs direct entry student and practice handbook 2024 updated with conditions, undated

Registered nurse handbook for apprentices all options 2024 updated with conditions, undated

Condition two: The programme team provide details of the mechanisms used by ARU to manage the quality of teaching and learning materials and online teaching delivery. The programme team present a detailed strategy for updating learning materials and guidance to support the student learning experience. Guidance includes student information about online learning etiquette and ways of engaging in online learning activities.

Condition two is met.

Evidence:

Nursing approval conditions response June 2024, 26 June 2024

ARU school of nursing online delivery management 2024, undated

ARU school of nursing online code of conduct 2024, undated

ARU BSc nursing direct entry student and practice handbook 2024 updated with conditions, undated

ARU MNurs direct entry student and practice handbook 2024 updated with conditions, undated

Registered nurse handbook for apprentices all options 2024 updated with conditions, undated

Date condition(s) met: 26 June 2024

Revised outcome after condition(s) met: MET  NOT MET

**Standard 3: Practice learning**

**Approved education institutions, together with practice learning partners, must:**

- R3.1 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
- R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages
- R3.3 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
- R3.4 provide no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning
- R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities
- R3.6 ensure students experience the range of hours expected of registered nurses, and
- R3.7 ensure that students are supernumerary.

*Standards framework for nursing and midwifery education*, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

*Standards for student supervision and assessment*, specifically R1.1 – R1.11

**Findings against the standard and requirements**

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.**

- Evidence that the practice learning opportunities 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 (R3.1)

MET  NOT MET

R3.1 is met. Unchanged through this modification.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

**MET**  **NOT MET**

R3.2 is met. Unchanged through this modification.

- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

**MET**  **NOT MET**

R3.3 is met. Unchanged through this modification.

- Evidence to ensure the programme is no less than 2300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning (R3.4)

**MET**  **NOT MET**

R3.4 is not met. Discussions with EPs, PLPs and students identify differences in how practice placement learning hours are defined since there appears to be varying practices across different partner organisations. For example, some placement areas provide students with 'power hour' time to use to access library and online resources to support learning. The programme team confirm that attendance for SPL sessions is monitored, and students are required to produce evidence of engagement with SPL activities. SPL hours need to be authorised via recording in the electronic practice assessment document (ePAD). Monitoring of attendance and active participation is undertaken by those leading SPL to confirm engagement. The programme team confirm that SPL hours aren't signed-off in the student ePAD if students haven't contributed. The programme team tell us they're currently producing clear guidelines to define practice hours to share with EPs and PLPs to standardise practice across the multiple placement providers. (Condition three)

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

**MET**  **NOT MET**

R3.5 is met. Unchanged through this modification.

**Evidence provides assurance that the following QA approval criteria are met:**

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days, night shifts planned examples) (R3.6)  
YES  NO
- Processes are in place to ensure that students are supernumerary (R3.7)  
YES  NO

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met

YES  NO

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met

YES  NO

**Outcome**

**Is the standard met?** MET  NOT MET

Differences are noted in the ways in which practice learning hours are counted, and assurance is needed that hours provided for SPL and undertaken by students are monitored and recorded.

Condition three: Create clear guidance around criteria for activities that can be recorded as practice hours and the monitoring and recording of SPL hours completed by students. (SPNP R3.4) (NMC and university condition)

**Date:** 5 June 2024

**Post event review**

**Identify how the condition(s) is met:**

Condition three: The revised documents present EPs, PLPs and students with clear guidance as to the activities that can be recorded as practice learning hours. Information is also presented to confirm the ways in which the recording and monitoring of SPL hours is managed. The information is added to the ARU VLE and the practice learning hub, and will be included in all practice induction sessions. This information is used by academic and practice staff to confirm hours recorded in the ePAD.

Condition three is met.

Evidence:

Nursing approval conditions response June 2024, 26 June 2024

ARU school of nursing theory practice definition 2024, undated  
ARU BSc nursing direct entry student and practice handbook 2024 updated with conditions, undated  
ARU MNurs direct entry student and practice handbook 2024 updated with conditions, undated  
Registered nurse handbook for apprentices all options 2024 updated with conditions, undated

**Date condition(s) met:** 26 June 2024

**Revised outcome after condition(s) met:** MET  NOT MET

#### Standard 4: Supervision and assessment

##### Approved education institutions, together with practice learning partners, must:

- R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*
- R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*
- R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme
- R4.4 provide students with constructive feedback throughout the programme to support their development
- R4.5 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
- R4.6 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%
- R4.7 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
- R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse
- R4.9 ensure that there is equal weighting in the assessment of theory and practice
- R4.10 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*.

*Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment*

### Findings against the standards and requirements

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

**MET**  **NOT MET**

R4.1 is met. Unchanged through this modification.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2)

**MET**  **NOT MET**

R4.2 is met. Unchanged through this modification.

**Evidence provides assurance that the following QA approval criteria are met:**

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3)

**YES**  **NO**

**Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

- There are processes in place to provide students with constructive feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

**MET**  **NOT MET**

R4.4 is met. Programme documentation confirms that feedback to students is provided during SPL, and this is used by practice assessors when completing the pan-Midlands, Yorkshire and East PAD (MYEPAD). The MYEPAD provides evidence of feedback that supports progression towards achievement of the FN:SPRN. The process for providing feedback is developed in line with the university strategy. ARU have an assessment and feedback strategy, a toolkit for staff and regular support and training for assessment/feedback.

The modification documentation identifies a range of assessments both formative and summative throughout the programme that allow for constructive feedback. The assessments for the programme are developed to provide a range of inclusive assessments to support learning and to manage the potential use of AI within assessments. The programme team are required to provide feedback through the VLE Canvas, and this is done using marking rubrics, written and verbal feedback. Formative feedback is returned to students within two weeks of a formative piece of work being submitted. For objective structured clinical examinations feedback is provided following the formative assessment. Summative feedback is provided in accordance with the academic regulations for the university.

- There is appropriate mapping of the curriculum and practice learning placements to 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 (R4.5)

**MET**  **NOT MET**

R4.5 is met. Updated mapping documents for the proposed programme modifications and modules provide assurance that programme content and practice learning experiences enable students to meet the FN:SPRN and programme outcomes for their field of practice or both fields of practice if completing a dual award route.

**Evidence provides assurance that the following QA approval criteria are met:**

- There is evidence 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 percent (R4.6)  
**YES**  **NO**
- Processes are in place to 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 (R4.7)  
**YES**  **NO**
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)  
**YES**  **NO**
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the <i>Standards of proficiency for registered nurses (R4.10)</i></li> </ul>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 5 June 2024		
<b>Post event review</b>		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

<b>Standard 5: Qualification to be awarded</b>
<b>Approved education institutions, together with practice learning partners, must:</b>
R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and
R5.2 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.
<i>Standards framework for nursing and midwifery education, specifically R2.12, R2.21</i>

Findings against the standards and requirements	
<b>Evidence provides assurance that the following QA approval criteria are met:</b>	
<ul style="list-style-type: none"> <li>The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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. (R5.2)</li> </ul>	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>Fall Back Award</b>	
If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award	
	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
<p>Programme documentation details a fall back exit award of BSc (Hons) nursing (adult), BSc (Hons) nursing (child) and BSc (Hons) nursing (mental health) in the proposed MNurs routes. Documentation confirms that the award is eligible for registration with the NMC providing students who haven't completed the full MNurs award have passed all the level six modules in one field of nursing practice at level six and have a total of 360 credits. All NMC standards and proficiencies are met in the fall back exit awards.</p>	
Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met	
	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
Outcome	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 5 June 2024	
Post event review	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	

Revised outcome after condition(s) met: MET  NOT MET

N/A

**Section four**

**Sources of evidence**

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for registered nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation to meet conditions: Nursing approval conditions response June 2024, 26 June 2024 ARU school of nursing online delivery management 2024, undated ARU school of nursing online code of conduct 2024, undated ARU school of nursing theory practice definition 2024, undated ARU BSc nursing direct entry student and practice handbook 2024 updated with conditions, undated ARU MNurs direct entry student and practice handbook 2024 updated with conditions, undated Registered nurse handbook for apprentices all options 2024 updated with conditions, undated		
Additional comments: None identified.		

**During the event the visitor(s) met the following groups:**

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Year one BSc (Hons) nursing (adult) x eight Year three BSc (Hons) nursing (adult) x four Year two BSc (Hons) nursing (mental health) x one Year one BSc (Hons) nursing (children) x four Year two BSc (Hons) nursing (children's and mental health) x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you stated no above, please provide the reason and mitigation:

Additional comments:  
None identified.

**The visitor(s) viewed the following areas/facilities during the event:**

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>CQC inspection report, Outlook Care Foxburrow Grange, 26 February 2024</p> <p>CQC inspection report, Mid and South Essex NHS Foundation Trust, Broomfield Hospital, 27 October 2023</p> <p>CQC inspection report, Mid and South Essex NHS Foundation Trust, Basildon University Hospital, 27 October 2023</p> <p>CQC inspection report, The Princess Alexandra Hospital NHS Trust, The Princess Alexandra Hospital, 16 June 2023</p> <p>CQC inspection report, Cambridge University Hospitals NHS Foundation Trust, Addenbrooke's and the Rosie Hospitals, 4 September 2023</p> <p>CQC inspection report, United Lincolnshire Hospitals NHS Trust Lincoln County Hospital, 3 August 2023</p> <p>CQC inspection report, Essex Partnership University NHS Foundation Trust, 12 July 2023</p> <p>CQC inspection report, North West Anglia NHS Foundation Trust, Peterborough City Hospital, 8 June 2023</p> <p>CQC inspection report, East Suffolk and North Essex NHS Foundation Trust, Colchester General Hospital, 5 May 2023</p> <p>CQC inspection report, Mid and South Essex NHS Foundation Trust, 22 December 2022</p> <p>CQC inspection report, Guy's and St Thomas' NHS Foundation Trust, St Thomas' Hospital, 9 December 2022</p> <p>CQC inspection report, Bedfordshire Hospitals NHS Foundation Trust, 16 December 2022</p> <p>CQC inspection report, The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust, 23 February 2022</p>		

CQC inspection report, The Princess Alexandra Hospital NHS Trust, 17 November 2021  
CQC inspection report, Northwest Anglia NHS Foundation Trust, 20 December 2019  
CQC inspection report, Northampton General Hospital NHS Trust, Use of Resources assessment report, 24 October 2024

If you stated no above, please provide the reason and mitigation:  
ARU is an established AEI and review of resource/facilities isn't required as part of this modification.

Additional comments:  
None identified.

### **Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

### **Issue record**

#### **Final Report**

Author(s):	Elizabeth Mason	Date:	14 June 2024
Checked by:	Ian Felstead-Watts	Date:	20 June 2024
Submitted by:	Amy Young	Date:	12 July 2024
Approved by:	Natasha Thompson	Date:	16 July 2024