

*Developing people
for health and
healthcare*

Nursing
Programme Entry
Requirements



Introduction

Health Education England's (HEE) Widening Participation programme promotes equality and diversity in relation to the development of the current and future healthcare workforce. This is with the intention of ensuring an approach where the NHS workforce is more representative of the communities it seeks to serve and where development and progression is based upon a person's merit, ability and motivation and not their social background or the privilege, extent and effectiveness of their social networks.

To support these aims, HEE has commissioned desk research from the Institute of Vocational Learning and Workforce Research (IVLWR) at Buckinghamshire New University.

IVLWR was asked to review the entry requirements used by education institutions that provide NHS funded nursing programmes in England. The work will shed light on the time and effort involved in application processes and highlight inconsistencies between institutions. The focus is on non-A-level entry and covers:

- information from higher education institute (HEI) websites
- web-based information from other sources
- number of non-A-level applicants, starters and completers as a proportion of total applicants for programmes in 2010 to 2014.

The results of the research will be used to assess the implications of how HEI's engage with applicants and how this impacts on widening participation.

If the study is effective, it may be replicated to look at the public facing admission information and criteria for other NHS funded programmes.



The Institute of Vocational Learning and
Workforce Research in Health and Social Care

Delivered by  **bucks**
new university

**Desk research to obtain a current profile of entry
requirements used by education institutions providing
NHS funded nursing programmes in England**

This report has been funded and prepared on behalf of Health Education
England

Mary Somerville
August 2015

Introduction

Health Education England (HEE) contracted the Institute of Vocational Learning and Workforce Research (IVLWR) at Bucks New University to undertake desk research to scope the:

- current profile of entry requirements used by Higher Education Institutions (HEIs) providing NHS funded Nursing programmes in England
- information given regarding non-traditional pathways into NHS funded nursing programmes in England.

The purpose of this is to test the process and review the information available in order to inform decisions about future research into entry requirements for all NHS funded programmes.

Methodology

In order to complete this research in the agreed timeframe, it was decided to limit the desk research to mapping of information given on HEI websites and to undertake a brief scoping of information available from other internet sites.

Non-traditional pathways were defined as non-A-level entrants (for example, QCF qualifications, BTEC, International Baccalaureate (IB) or Access Courses). NHS funded courses was defined as 3 or 4 year nursing degrees leading to NMC registration.

The UCAS website (www.ucas.ac.uk) was used to identify all nursing programmes in England. This search resulted in 52 Adult Nursing programmes, 41 Child pathways, 37 Mental Health pathways and 20 Learning Disability pathways. Additional courses were identified which included International Nursing Studies, European Nursing Studies, Postgraduate courses, Nursing Studies with no registration, Advanced Standing, and dual Adult/Mental Health and Adult/Child pathways. Of these, the 52 Adult Nursing with Registration degrees (both BSc and BN) were selected to scope the websites. These are shown in Appendix One.

The Adult Nursing programme at University of Bolton was not selected within these criteria as the programme is not funded by HEE. The Adult Nursing programme offered by the Open University is funded directly by employers, with specific entry pathways which are locally agreed, so therefore this programme was not included in this research.

Websites were visited during the period 15/7/15 - 31/7/15. In every case the information was given under the course information 'entry requirements' tab. The formatting and ease of access did vary but in the vast majority of cases, the information was easily obtained and clear. Where information was given for courses starting on different dates, the information for the latest start date was recorded (for example, 2016 or 2017). Appendix Two records the qualifications guidance obtained from these websites. The information is shown by institution and is anonymised and in randomised order.

Findings

A summary of information given on HEI websites

GCSE information	Some state equivalents, some do not Some specified 4 GCSE AT C+, and others specified 5 GCSE AT B+
English Language	1 state B+ (Liverpool) 27 state C+ 19 state "or equivalent" 5 no information
Mathematics	1 state B+ (Liverpool) 25 state C+ 18 state "or equivalent" 5 no information
Science GCSE	1 state B+ (Liverpool) 2 state GCSE 15 state C+ 8 state "or equivalent" 26 no information
Functional Skills	1 state L3 5 state L2 1 equivalent L2 8 not accepted 37 no information
UCAS points (some given as grade profile)	Range 160-300. Average 274 points UCAS 280= BBC (2015 tariff) Range BCC- ABB Some sites state recommended subjects (usually Science), most sites state they don't accept General Studies or Critical Thinking A or AS level. (A few accept AS Critical Thinking)
IB	24 not mentioned 25 stated the points require Range 24-33, average 29 3 state equivalent to UCAS 240

BTEC	<p>1 DDD 13 DDM 13 DMM 7 "equivalent to UCAS" 1 "being reviewed" 3 other information 14 No information</p>
Access to Higher Education	<p>Mostly mentioned Many sites stated subjects must be relevant and there is a variation on the required proportion of credits at Distinction or Merit 10 no information</p>
Selection Event Assessment (Interview)	<p>Some sites mentioned a selection day or selection interview One (UEA) gives comprehensive table of equivalents and also details of descriptor of situational judgement tasks</p>
Occupational Health Medical Screening	<p>39 sites mention this</p>
Disclosure & Barring Service criminal background check	<p>41 sites mention this</p>
Other	<p>Some asked for evidence of academic learning and work experience (one stated 6 months), some state length and type Almost all stipulated IELTS 7.0 where English is not primary language Some stated individual consideration to "experiential learning" Some described the use of Values Based Recruitment Most identified that there would be Literacy and Numeracy tests, some gave downloadable examples Some explained the 6C's and the NHS Constitution and provided links for further information APEL was mentioned on some sites Some institutions stated that all applications are individually assessed and described different routes into Nursing Some institutions gave links and information on the NHS Student Bursary scheme</p>

Examples of additional information noted from review of HEI websites

Realising Opportunities

The University of Birmingham website directed potential applicants to the Realising Opportunities (RO) website. Students at schools participating in this programme can join the programme if they have a high grade profile at GCSE and live in a neighbourhood which has a low progression rate to higher education or an area which has a high level of financial, social or economic deprivation. Other criteria include those in care and those with other extenuating circumstances. Applicants within this scheme are offered skills support, mentoring and an “alternative offer” (up to 2 A level grades lower) from participating Universities. Full information is available at <http://realisingopportunities.ac.uk>.

Access to Birmingham (A2B) scheme

The Access to Birmingham (A2B) scheme is featured on University of Birmingham website. It is a scheme designed to help students from families and communities in the West Midlands who have little or no experience of Higher Education find out about what studying at University involves. Participants in the programme receive an offer two grades lower than the standard offer and may also be eligible for an annual £1200 scholarship. Full information is available at: www.birmingham.ac.uk/undergraduate/advice/a2b/index.aspx.

Salford Alternative Entry Scheme (SAES)

This is featured on the University of Salford website. Students are directed to this scheme for APEL of previous learning and experience and individualised support programme to enable them to make successful applications.

University of East Anglia

The website states that if applicants do not meet the entry requirements then there is a possibility of joining the INTO preparation programme which is mainly directed at International students to prepare them for study in the UK.

Bournemouth University

The website directs the reader to the University Fair Access Agreement, and explains the use of “contextual data” to support an application for an undergraduate degree course. Contextual data involves the consideration of multiple factors in the application, including care leavers, low participation neighbourhoods and use of ACORN postcode profiling data to identify other “less advantaged socio-economic characteristics”

Review of information available from other internet sites

Potential applicants to nursing courses will also use the internet to find out information about entry qualifications and routes into studying.

A search was undertaken using the five most frequently used search engines as identified by ebizmba.com (www.ebizmba.com accessed 10/8/15). These were Google, Bing, Yahoo, Ask and AOL search.

The search term was “entry qualifications nursing England”. In all cases, the first result was the NHS careers website, followed by prospects.ac.uk and other links to individual HEIs.

NHS Careers website.

There are two sites which are relevant to prospective nurses, the general NHS Careers site, (<http://www.nhscareers.nhs.uk/explore-by-career/nursing/entry-requirements>) and the nursing micro site (http://nursing.nhscareers.nhs.uk/skills/what_qualifications).

The latter website states that “Typical degree entry requirements are: 5 GCSEs (or equivalent) as above, plus at least 2 A-levels (or equivalent).” There is information about Access courses and the statement “However, there are no national entry requirements for pre-registration nursing courses, because each university sets its own criteria.” (accessed 10/8/15). Readers are directed to look at individual HEI webpage’s for detailed information.

There is a Course Finder tool on the NHS Careers website, which lists courses available for a range of careers in Healthcare.

UCAS

A document is available “UK Qualifications for entry into University or College 2015. This is available online (www.ucas.com/sites/default/files/2015-uk-qualifications.pdf) and it lists every qualification with information about eligibility. This may be more appropriate for specialist IAG advisors.

Royal College of Nursing

This website states that each Higher Education Institution sets its own requirements, and advises readers to check directly with them before applying. The website states that entry requirements are usually around five GCSEs plus two A-levels or equivalent (accessed 10/8/15).

UCAS tariff

A revised tariff is being introduced by UCAS for September 2017 entry. The revised tariff will allocate points for qualifications using a new formula, so whereas the current tariff may state

- 280 UCAS tariff points: can include A levels, Scottish Highers, or BTEC,

the new tariff will read

- 112 UCAS tariff points: can include A levels, Scottish Highers, or BTECs

This may lead to increased confusion for potential applicants and their advisors

In addition, UCAS publish a range of tables which correlate other qualifications to the tariff. The website, [universityfinder.org](http://www.universityfinder.org) contains a table to allow conversion of qualifications to UCAS points. (<http://www.universityfinder.org/ucas-points-calculator.html>)

International Baccalaureate points

It is interesting to compare the conversion of IB qualifications to UCAS points. Some institutions in the sample above gave both IB grades and UCAS tariff. The range of IB points required was 24-34 points which is equivalent to 260-480 UCAS points. There are a number of inconsistencies in these figures. For example, many HEIs ask for 280 or 300 UCAS points (BBC or BBB) and these should convert to 25 or 26 IB points, but most HEIs state they require 30 or 32 IB points. Institution 16 identifies 320 UCAS points (ABB) but 34 IB points, which is equivalent to 480 UCAS points (higher than A*A*A*). It appears that applicants with IB are being asked to reach a higher threshold in order to progress, and this warrants further investigation.

Format and presentation of information

The layout and presentation of information will have a significant impact on potential learners, and it could be argued that potential applicants from non-traditional backgrounds may be more easily put off by complex layout requiring numerous pages to open and read. Many web designers operate by the “three click rule” which purports that a user of a website should be able to find any information with no more than three mouse clicks. It is based on the belief that users of a site will become frustrated and often leave if they cannot find the information within the three clicks.

There are many examples of accessible and user friendly websites including University of Brighton, University of Surrey, Sheffield Hallam University and Middlesex University. Common features of these are that entry requirements are immediately visible on the first page of the site (using search terms “adult nursing entry requirements/name”), there are links to examples of equivalency tables and example tests, links to basic skills self-learning sites, and signposts to obtain further information or personalised advice on applications. One site featured a “what to do if you do not meet these requirements” section which linked to a foundation programme.

Summary

Potential applicants to nursing degrees will obtain information (and potentially misinformation) from a number of sources. This includes formal information, advice and guidance (IAG) from teachers in schools and colleges, job centres and careers advisors as well as personal research (social media and websites such as Good University Guide, Thestudentroom.co.uk, What Uni, Higher Education Fairs). In addition, there are significant influencing factors from the media (newspapers reporting job losses, poor quality care and financial constraints) and television (Holby City, Casualty) and family and friends.

Non A level routes into nursing are many and varied and confuse many people, giving rise to the potential for poor quality IAG. Those applicants who are following a non-traditional pathway into nursing may already feel that they may fail to obtain a place as they are “competing” with students with high A level grades. They may well be mature students, or students with complex and demanding social and domestic circumstances.

All university applicants need to give consideration to financial and travel commitments (in both time and money). For example, a mature applicant who has followed a work based learning route may have domestic or caring responsibilities which means that they can only consider application to a local university, and this will restrict their choice and chances of progression, especially if that institution is reluctant to accept their entry profile.

The Nursing and Midwifery Council (NMC) state that Key Skills and L2 Literacy & Numeracy is acceptable for nursing training (<http://www.open.ac.uk/health-and-social-care/main/study-us/nursing/pre-registration-nursing> accessed 12/8/15) but this research has found that at least 28 HEIs do not accept equivalences and ask for a full GCSE in Maths and English at minimum C grade, whilst 18 require science GCSE as well. (Note that 50% of websites visited did not give any information on Science GCSE requirements)

It is recommended that Higher Education Institutions are encouraged to broaden their acceptance of Functional Skills, as some non-traditional entrants will not have GCSE and many will not have Science GCSE. Clear information, advice and guidance (IAG) all along the non-traditional pathways into nursing needs to become standard practice, so that - for example - a Healthcare Support Worker studying at level 2, who aspires to become a nurse will know what qualifications profile is likely to be required for a successful application.

It would be advisable to investigate further the rationale behind the reluctance to accept Functional and Key skills by those institutions who will not consider equivalences in order to address this barrier. Celebration of the success of students from non A level backgrounds will also address these barriers.

It must be noted that this desk research is looking at published criteria for admission and does not show the profile of applicants accepted onto nursing programmes. It is possible that the information given on the websites and publications is not translated into offers of training places. Course managers are under pressure to reduce attrition rates and increase results profiles. An institution may say they are open to non A level applicants, but in reality will offer places to those with high grades at A level.

In consideration of the value and impact of a wider scoping exercise, there are a number of factors raised by this preliminary piece of work.

- Website information may change and be out of date, so the exercise may need to be repeated annually
- The published website information does not give an indication of the numbers and academic profile of entrants to these courses
- Clear identification of the information required will result in successful scoping of the entry requirements (for example, the public facing information regarding BTEC or Access requirements rather than across the board)

- The process worked well to start with UCAS search engine to identify the institutions, then to look at each webpage. Approximate time involved in this would be one hour to do a UCAS search, then 5-15 minutes per institution to find the website, find the course, find entry qualifications and read and record each one. 52 institutions at an average of 10 minutes is broadly equivalent to 9 hours. Preliminary research design and background reading (0.5 day), further desk research (1 day) and liaison with experts about data sources (1 day) and write up (1.5 days) resulted in a total of 5 days of research time
- Information given on Scottish and Irish qualifications was not included in this scoping, but should be in future work as applicants could have these qualifications but be living in England

Data is available to show the qualifications profile of applicants, actual admissions and completers of nursing degrees. UCAS can supply anonymised information of applicants to courses, and the HEIDI (Higher Education Information Database for Institutions) database can be used to look at all institutions and scope qualifications on entry to a programme. HESA data will track undergraduates through a programme and show completion information, but these cannot be directly tracked using Unique Learner Reference (ULR) number as it is not used in both systems.

Conclusions

The outcome of this preliminary exercise has shown the complexity of obtaining the information that a nontraditional applicant needs to navigate. This group of applicants need to be motivated and determined to persist in finding the detail of entry requirements and then to make the application.

It is recommended that HEE considers developing guidance for Higher Education providers to improve standardization of the information given on websites, including guidance on ensuring that IB requirements are in line with A level grades guidance, and to address the disparities in admissions profiles, particularly with reference to the acceptance of GCSE equivalences. This could be done in conjunction with Council of Deans of Health.

However the real issue is to find out whether nontraditional learners are getting fair access onto nursing degrees. The published policy of each institution must be seen to translate into offers of places and appropriate ongoing support to succeed.

Mary Somerville
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Appendices

Appendix one: UCAS search on nursing courses available in England (search terms England/nursing/2016).

HEI	Adult	Children's	Mental Health	Learning Disability	Other
Anglia Ruskin University	✓	✓	✓		International Studies
University of Bedfordshire	✓	✓	✓		Top up Masters
University of Birmingham	✓				
Birmingham City University	✓				
University of Bolton	✓				Not included in research as not NHS funded
Bournemouth University	✓	✓	✓		Advanced Standing* Adult & Child
University of Bradford	✓	✓	✓		
University of Brighton	✓	✓	✓		
Buckinghamshire New University	✓	✓	✓		Post Graduate Adult & Mental Health
Canterbury Christ Church University	✓	✓	✓		
UCLan, University of Central Lancashire	✓✓		✓		
University of Chester	✓	✓	✓	✓	Masters Postgraduate
City University London	✓	✓	✓		Post Graduate Adult & Child
Coventry University	✓	✓	✓	✓	
University of Cumbria	✓	✓	✓	✓	
De Montfort University Leicester	✓	✓	✓	✓	Adult & child joint registration Also decelerated pathway (4 year) Adult, child Mental Health or Learning Disability
University of Derby	✓		✓		International 1 year
East Anglia, University of Norwich	✓	✓	✓	✓	
Edge Hill University	✓	✓	✓	✓	
University of Essex	✓		✓		
University of London Greenwich	✓	✓			Post Graduate Adult & Child
University of Hertfordshire Hatfield	✓	✓	✓	✓	
University of Huddersfield	✓	✓	✓	✓	
University of Hull	✓	✓	✓	✓	Nursing Studies for international students
Keele University	✓	✓		✓	Adult with Foundation Year, Child with Foundation Year

HEI	Adult	Children's	Mental Health	Learning Disability	Other
King's College London	✓	✓		✓	Post Graduate Adult & Child
Kingston University London	✓	✓		✓	Post Graduate Adult & Child
University of Leeds	✓	✓	✓		Post Graduate Adult
Leeds Beckett University	✓		✓		
University of Lincoln	✓		✓		
University of Liverpool	✓				Doesn't state pathway, so assumed Adult
Liverpool John Moores University	✓	✓	✓		
University of Manchester	✓	✓	✓	✓	European studies, post graduate
Manchester Metropolitan University	✓				
Middlesex University London	✓		✓		European Adult, Child and Mental Health Postgraduate Mental Health
University of Northampton	✓	✓	✓	✓	
Northumbria University Newcastle	✓	✓	✓	✓	
University of Nottingham	✓	✓			Mental Health and Adult 4 year programme Postgraduate Adult, Child and Mental Health
Open University					Not included in research –see note above
Oxford Brookes University	✓				
Plymouth University	✓	✓	✓		
University of Salford	✓	✓	✓		

HEI	Adult	Children's	Mental Health	Learning Disability	Other
Sheffield Hallam University	✓	✓			Post Graduate Mental Health & Adult
University of Southampton	✓	✓	✓		Post Graduate Adult & Child
South Bank University London	✓	✓			Post Graduate Adult & Child Advanced Standing Adult and Child *
Staffordshire University	✓✓✓	✓			
University Campus Suffolk	✓	✓	✓		
University of Surrey	✓	✓	✓		Post Graduate Adult & Child
Teesside University	✓	✓		✓	
University of West London	✓	✓		✓	Post Graduate Adult
University of the West of England Bristol	✓	✓	✓	✓	
University of Wolverhampton	✓	✓	✓	✓	
University of Worcester	✓	✓	✓		4 year MSc Adult
University of York	✓	✓	✓	✓	4year MSc from year 2
Totals	52	41	37	20	

* Advanced standing (for registered nurses wanting to change registration, e.g. from adult to child)

Appendix two: information taken from HEI websites - qualifications guidance.

Institutions are anonymised and in a random order so cannot be linked to institutions listed above.

course descriptor	English Language	Mathematics	Science GCSE	Functional Skills	UCAS points	IB	BTEC	Access to Higher Education
NURSING (ADULT)	GCSE C+	GCSE C+	X	L2 MATHS, L3 ENGLISH & COMMS	260	X	DMM	Relevant subject, 30 L3 Credits at Merit
Nursing (Adult)	GCSE C+	GCSE C+	X	X	280	28	Equivalent to UCAS	45 credits Ls at Merit or Distinction within last 5 years
Adult Nursing	GCSE C+	GCSE C+	X	X	BBB including Science or Social Science and 5 GCSE at C+, maths, english science	30points, specified subjects	DDM Health related subject	60 credits including Health Nursing or Science. of which 45 at L3 including 30 at Distinction must have GCSE English Maths at C+
Adult Nursing	X	X	X	L2 English & Maths in addition to tests at interview	300 including 80 points from relevant subject	31 points including 5 points from each Higher level subjects	DDM subject and grade specific	Subject and grade specific. 60 credits with 45 at L3

course descriptor	English Language	Mathematics	Science GCSE	Functional Skills	UCAS points	IB	BTEC	Access to Higher Education
Nursing-Adult	GCSE C+	GCSE C+	see comments	X	BBB/300	X	DDM	relevant subject 15 L3 credits at Distinction, 30 L3 at Merit, science at Merit if no GCSE Science
Nursing-Adult	GCSE C+ or L2 if Access route	GCSE C+ or L2 if Access route	X	X	240	24 points	UCAS Tariff from BTeC accepted	30 L3 credits at Merit
Adult Nursing	GCSE C+	GCSE C+		L2 Literacy & Numeracy	240	if equivalent to 240 UCAS Tariff		AT LEAST 30 MERITS
ADULT NURSING	GCSE C+	GCSE C+		no longer accept KS or FS	280	28	DMM-DDM	60 credits of which 45 @ L3 with 15 Distinction and 15 L3 @ Merit
Nursing - Adult	X	X	X	X	X	X	X	X
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	not accepted	BBB	30	DDM	45 credits L3 (30 @ M, 15 Science) plus GCSE EM
Nursing - Adult	GCSE C+	GCSE C+	GCSE C+	X	280	28+	DMM H&SC OR applied science	Health professions or science. Currently under review

course descriptor	English Language	Mathematics	Science GCSE	Functional Skills	UCAS points	IB	BTEC	Access to Higher Education
Nursing - Adult	GCSE at C+ or equivalent	GCSE at C+ or equivalent	X	X	240-270	X	X	X
Nursing - Adult	GCSE C+ or university approved equivalent	GCSE C+ or university approved equivalent	GCSE C+ or university approved equivalent preferred	not accepted	BBB	31	DDM	45 L3 at Merit
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	X	X	280	X	no detail given	60 credits with 45 L3. 30 must be M or D
Nursing - Adult	GCSE C+	GCSE C+	GCSE C+	X	280 (BBC)	X	X	X
NURSING (ADULT)	X	X	X	X	ABB	34 points with at least 4 standard level English & Maths	DDM	60 credits min 45 credits @ L3, including 30 @ Distinction, 15 @ Merit and 15 L2
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	GCSE desirable	accepted L2 as equivalent	260	24 INC Science	DMM	X
Adult Nursing	GCSE C+ or specified equivalent	GCSE C+ or specified equivalent		X	BCC	X	X	X
Nursing - Adult	GCSE C+	GCSE C+	GCSE C+	X	BBB including Science	32	currently reviewing	relevant subject, 45 L3 including 30D 12M3Pass

course descriptor	English Language	Mathematics	Science GCSE	Functional Skills	UCAS points	IB	BTEC	Access to Higher Education
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	GCSE C+ or equivalent	accepted but not part of UCAS tariff	240-280	26	DMM	relevant subject, 45 L3 credits 15 L2 18 L3 at D and 9 at M
Nursing - Adult	X	X	X	X	260	X	DMM	X
Nursing - Adult	GCSE at C+ or equivalent	GCSE at C+ or equivalent	X	not accepted	300 including Science	26 including grade 5 in Science	DDM including Science	X
Nursing - Adult	GCSE C+	GCSE C+	2 at GCSE C+	X	BBB prefer Science	33	relevant DDD	relevant subject, 45 L3 credits 30 at D and 3 at M
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	GCSE C+ or equivalent	X	300	26	within UCAS tariff	relevant subject, 45 L3 credits at M
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	GCSE C+ or equivalent	X	280	refer to UCAS	refer to UCAS	relevant subject, 45 L3 credits at M
Nursing - Adult	GCSE B+	GCSE B+	GCSE B+	X	BBB preferred subjects	30		Need 5 GCSE at C as well as Access including English, Maths, and Science. No detail given on Access requirements
Nursing - Adult	X	X	X	X	280	X	DMM	60 credits, 45L3, 24M including L2 credits EM if no GCSE

course descriptor	English Language	Mathematics	Science GCSE	Functional Skills	UCAS points	IB	BTEC	Access to Higher Education
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	X	not accepted	280	refer to UCAS	no grade info given	relevant subject, all M or D
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	X	X	260	X	DMM3	relevant subject, 45 at L3, 21 at M
Adult Nursing	GCSE C+	GCSE C+	X	X	280-300 preferred subjects listed	X		min 30 L3 credits at Distinction, 12 @ Merit and 3 at Pass
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	not accepted	BBC relevant	30	70 at D, 100 at M 10 Pass plus GCSE 5 @ B+	45 at L3, 30 at D, 15 at M relevant subjects plus GCSE EMS at C+
Nursing - Adult	GCSE at C+ or equivalent	GCSE at C+ or equivalent	GCSE at C+ or equivalent	X	BBB relevant	31	DDM	60 credits, 45L3, 30M
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	X	280 BBC	29	DMM	relevant subject plus GCSE C++ EM
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	X	260-300	X	DMM	kite marked including 30 credits at M
Nursing - Adult	GCSE C+ or equivalent	GCSE C+ or equivalent	X	X	260	directed further detail	260 UCAS (DMM)	60 credits with 45 L3. 18 must be M and 9 at D

course descriptor	English Language	Mathematics	Science GCSE	Functional Skills	UCAS points	IB	BTEC	Access to Higher Education
Nursing Studies, Adult Nursing	GCSE C+ or equivalent	GCSE C+ or equivalent	X	X	BCC or equivalent	X	X	X
Nursing - Adult	GCSE C+	GCSE C+	X	X	BBB	X	X	at least 45 credits at L3
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	X	280	25	DMM	9 L3 credits at D, all other L3 credits at M
NURSING (ADULT)	GCSE C+	GCSE C+	GCSE C+	L2 equivalent to GCSE English & Maths	280 (recommended subjects listed)	minimum 25 points	correlated to UCAS points	60 credits of which 45 at L3 including 24 at Merit or Distinction and 18 science or health related and 15 at L2
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	X	BBC or equivalent	X	X	15 D, 15 M at L3 plus GCSE EMC+ possibly Science
Nursing - Adult	GCSE C+	GCSE C+	GCSE C+	X	280	X	60 credits min 24 L3 at Merit plus L2 Maths & English possibly Science	5 GCSE at C+ no L2 qualifications unless part of Access
Adult Nursing	GCSE C+	GCSE C+		NOT ACCEPTED	300	32	DDM	relevant subject 60 credits of which 45 at L3 including 24 at Distinction and 15 at L2

course descriptor	English Language	Mathematics	Science GCSE	Functional Skills	UCAS points	IB	BTEC	Access to Higher Education
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	not accepted	300	28	DDM relevant	45 L£ of which 33 Merit or Distinction, 15 credits Biology
Nursing	GCSE at C+	GCSE at C+	GCSE at C+	X	260-300	25	DMM	X
Nursing - Adult	GCSE C+	GCSE C+	X	X	BBB/300 including relevant subjects		DDM	15 credit modules relevant 45 credits @ L3 15 D 30 at M
Nursing - Adult	GCSE at C+ or equivalent	GCSE at C+ or equivalent	GCSE at C+ or equivalent	referred to another page	280	X	UCAS Tariff from BTEC accepted	relevant subject 15 credits at L2, 45 L3 of which 15 at D
Nursing - Adult	GCSE at C+	GCSE at C+	GCSE at C+	X	ABB_BBB	X	DDD DDM	X
Nursing - Adult	GCSE at C+ or equivalent	GCSE at C+ or equivalent	X	X	260	X	general info	general info
Nursing - Adult	GCSE at C+ or equivalent	GCSE at C+ or equivalent	GCSE at C+ or equivalent	X	BBB	32	DDM	30 credits at D, 15 L3
Nursing - Adult	GCSE C+	GCSE C+	X	L2 within Access	280	X	X	Merit Distinction profile including L2 Lit & Number
Nursing - Adult	GCSE C+	GCSE C+	preferred	X	280 BBC	X	DDM	at least 45 credits at L3
Nursing - Adult	GCSE at C+ or equivalent	GCSE at C+ or equivalent	X	X	300	X	X	60 credits, 45L3, 30M

Appendix two: information taken from HEI websites.

Additional information

course descriptor	Selection Event Assessment (Interview)	Occupational Health Medical Screening	Disclosure & Barring Service criminal background check (previously CRB)	Other information given
NURSING (ADULT)	X	X	X	Other equivalent qualifications and grade combinations may be considered Foundation entry 4 year course offered
Nursing (Adult)	X	X	X	www.equivalentcytesting.com 5 GCSE Further information on website
Adult Nursing	Y	Y	Y	wide range other qualifications considered on individual basis Lit & Number on interview no mention of FS &KS so ambiguous
Adult Nursing	Y	Y	Y	Individual applications considered individually. Contextual data indicators for educational disadvantage offer reduced by 20-60 points they accept Critical Thinking at AS but many don't minimum of 4 GCSE at C+ preferred Science must including Maths & English good range of info on a range of other qualifications
Nursing- Adult	Y	Y	Y	GCSE Science if not within Access. No GCSE equivalences accepted. IELTS 6.5

course descriptor	Selection Event Assessment (Interview)	Occupational Health Medical Screening	Disclosure & Barring Service criminal background check (previously CRB)	Other information given
Nursing- Adult	Y	Y	Y	t C+ IIELTS 7.0 Lit & Number tests 3 GCSE
Adult Nursing	Y	Y	Y	Information on IELTS and evidence of study in last 3 years
ADULT NURSING	Y	Y	Y	need evidence of recent academic study ALSO INFO GIVEN ON IELTS
Nursing - Adult	X	X	X	no information on nursing page at all, need to dig around and a little very general stuff but nothing course specific
Nursing - Adult	Y	Y	Y	5 GCSE at C+ IELTS 7.0
Nursing - Adult	Y	Y	Y	Literacy and number testing. Work experience IELTS 7.0
Nursing - Adult	Y	X	X	Ref to UCAS re further qualifications??
Nursing - Adult	Y	X	X	5 GCSE at C+, IELTS 7.0 information given to direct towards progression foundation courses number and lit tests. COMPREHENSIVE TABLE OF EQUIVALEMCES GIVEN
Nursing - Adult	Y	Y	Y	20 days relevant work experience test at interview

Nursing - Adult	Y	Y	Y	DIRECTED TO 28 PAGE PROSPECTUS TO INFO ON EQUIV QUALS
course descriptor	Selection Event Assessment (Interview)	Occupational Health Medical Screening	Disclosure & Barring Service criminal background check (previously CRB)	Other information given
NURSING (ADULT)	X	X	X	5 GCSE, including English & Maths & Science , 2 of which have to be A*-B all Access applicants must have English & Maths at GCSE from 2015
Nursing - Adult	X	Y	Y	Directed to second page for further info. And contact number
Adult Nursing	Y	Y	Y	5 GCSE, including Science, CARING EXPERIENCE, IELTS, VBR MENTIONED
Nursing - Adult	Y	Y	Y	5 GCSE at C+
Nursing - Adult	Y	Y	Y	Individual basis consider other qualifications. 5 GCSE at C+ IELTS 7.0. work experience preferred, lit & number tests
Nursing - Adult	Y	Y	Y	individual assessed and range qualifications accepted, enquire directly
Nursing - Adult	Y	Y	Y	5 GCSE C+ those who do not meet requirements considered on individual basis IELTS 7.0 VBR NHS Constitution
Nursing - Adult	Y	X	Y	5 GCSE at C+. IELTS 7.0 Lit & Number tests

Nursing - Adult	Y	Y	Y	practical experience, VBR, lit & Number test, IELTS 7.0
Nursing - Adult	Y	Y	Y	3 GCSE at C+ IELTS 7.0, practical experience, lit & number tests
course descriptor	Selection Event Assessment (Interview)	Occupational Health Medical Screening	Disclosure & Barring Service criminal background check (previously CRB)	Other information given
Nursing - Adult	Y	Y	Y	6 GCSE at C++ IELTS 7.0
Nursing - Adult	X	Y	Y	successful completion of Foundation Year of Learning guarantees interview
Nursing - Adult	Y	Y	Y	caring experience, personal statement advice, 5 GCSE C+
Nursing - Adult	Y	Y	Y	5 GCSE at C+ IELTS 7.0
Adult Nursing	Y	Y	Y	have to download programme specification to see entry requirements Applicants with nonstandard qualifications assessed individually IELTS 7.0 dated Sept 2011 then website has updated so it is contradictory, says must have 5 GCSE or equivalent but no information on equivalence
Nursing - Adult	Y	Y	Y	5 GCSE at B+ advice on work experience no GCSE equivalents
Nursing - Adult	X	X	X	different routes into Nursing page info given on Access to HE & Access to Nursing and FD HSC

Nursing - Adult	Y	Y	Y	5 GCSE C+ work experience personal statement advice, tests IT, situational judgement IELTS 7.0
course descriptor	Selection Event Assessment (Interview)	Occupational Health Medical Screening	Disclosure & Barring Service criminal background check (previously CRB)	Other information given
Nursing - Adult	X	Y	Y	VBR, 5 GCSE at C+, IELTS 7.0, min 6 months care experience ,
Nursing - Adult	X	X	X	5 GCSE at C+
Nursing Studies, Adult Nursing	Y	Y	Y	General info on other qualifications but not linked to Nursing. Lit and numeracy tests
Nursing - Adult	Y	Y	Y	qualifications considered on an individual basis IELTS 7.0
Nursing - Adult	Y	Y	Y	5 GCSE at C+ IELTS 7.0
NURSING (ADULT)	Y	Y	Y	lit and numeracy tests at interview -examples given VBR MENTIONED, THREE GCSE MINIMUM, list of GCSE equivalents given IELTS score given EVIDENCE OF EDUCATION FOR AT LEAST 10 YEARS
Nursing - Adult	Y	X	Y	5 GCSE at C+ IELTS 7.0 VBR
Nursing - Adult	Y	X	X	

Adult Nursing	Y	Y	Y	INFO ON IELTS GIVEN
Nursing - Adult	Y	Y	Y	5 GCSE at C+ IELTS 7.0 advice on personal statement
course descriptor	Selection Event Assessment (Interview)	Occupational Health Medical Screening	Disclosure & Barring Service criminal background check (previously CRB)	Other information given
Nursing	X	X	X	Any applicant who has GCSE MES C+ and verifiable experience will be considered for a scheme called SAES IELTS 7.0
Nursing - Adult	X	Y	Y	IELTS 7,0 contact for personal advice on other qualifications
Nursing - Adult	Y	Y	Y	work experience care 5 GCSE at C+ other qualifications considered IELTS 7.0
Nursing - Adult	X	X	X	IELTS 7.0 other qualifications considered. Work experience
Nursing - Adult	X	X	Y	5 GCSE C+ IELTS 7.0 advice on personal statement ref NHS Constitution
Nursing - Adult	Y	X	Y	lit 7 number testing
Nursing - Adult	Y	Y	Y	APEL info page lit number tests IELTS 7.0
Nursing - Adult	X	X	X	5 GCSE at C+ directed to University wide general page on equivalences
Nursing - Adult	X	X	X	NHS constitution, 6Cs IELTS 7.0

