Programme Major Modification report

Section one

Programme provider name:	Liverpool John Moores University
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Wirral Community Health and Care NHS Foundation Trust
	Wirral University Teaching Hospital NHS Foundation Trust
	Mersey Care NHS Foundation Trust
	Liverpool University Hospitals NHS Foundation Trust
	Alder Hey Children's NHS Foundation Trust
	Bridgewater Community Healthcare NHS Foundation Trust
	Cheshire and Wirral Partnership NHS Foundation Trust
	The Clatterbridge Cancer Centre NHS Foundation Trust
	Countess of Chester Hospital NHS Foundation Trust
	Liverpool Women's NHS Foundation Trust
	East Cheshire NHS Trust
	Warrington and Halton Teaching Hospitals NHS Foundation Trust
	Liverpool Heart and Chest Hospital NHS Foundation Trust
	Mid Cheshire Hospitals NHS Foundation Trust
	North West Boroughs Healthcare NHS Foundation Trust
	Southport and Ormskirk Hospital NHS Trust
	St Helens and Knowsley Teaching Hospitals NHS Trust
	NHS Cheshire Clinical Commissioning Group
	Private, voluntary and independent health care providers

Programmes reviewed: *This is the NMC programme title(s)*	*Pre-registration nurse qualification leading to* Registered Nurse – Adult ☒ Registered Nurse – Children's ☒ Registered Nurse - Learning Disabilities ☐ Registered Nurse - Mental Health ☒ *Nursing Degree Apprenticeship (NDA) route* NDA Adult ☒ NDA Children's ☒ NDA Learning Disabilities ☐ NDA Mental Health ☒ *Dual award - pre-registration nursing* Dual award - adult/mental health ☐ Dual award - adult/children's ☐ Dual award - adult/learning disabilities ☐ Dual award - mental health/learning disabilities ☐ Dual award - mental health/children's ☐ Dual award - learning disabilities/children's ☐
Current AEI programme title(s): *Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)*	BSc Nursing with Registered Nurse Status (Adult) BSc Nursing with Registered Nurse Status (Mental Health) BSc Nursing with Registered Nurse Status (Child)
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *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*	BSc (Hons) Nursing with Registered Nurse Status (Adult) BSc (Hons) Nursing with Registered Nurse Status (Child) BSc (Hons) Nursing with Registered Nurse Status (Mental Health) MSc Nursing with Registered Nurse Status (Adult) MSc Nursing with Registered Nurse Status (Child)

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different title to those already approved) or add N/A	MSc Nursing with Registered Nurse Status (Mental Health)
Academic levels of current programme:	

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

Academic levels of modified/additional programme(s)/route(s):

Registered Nurse – Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

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Registered Nurse – Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Registered Nurse - Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Registered Nurse - Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Adult	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Children's	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
NDA Learning Disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
NDA Mental Health	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Dual award - adult/mental health	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - adult/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/learning disabilities	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - mental health/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Dual award - learning disabilities/children's	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

	☒ N/A
Programme start date:	
RN – Adult	6 September 2021
RN – Children's	6 September 2021
RN - Learning Disabilities	
RN - Mental Health	6 September 2021
NDA Adult	6 September 2021
NDA Children's	6 September 2021
NDA Learning Disabilities	
NDA Mental Health	6 September 2021
Dual award - Adult/Mental Health	
Dual award - Adult/Children's	
Dual award - Adult/Learning Disabilities	
Dual award – Mental Health/Learning Disabilities	
Dual award – Mental Health/Children's	
Dual award – Learning Disabilities/Children's	
Date of modification:	16 March 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: David Hart Mudd

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Section two

Summary of review and findings
Liverpool John Moores University (LJMU) is an established approved education institution (AEI). LJMU school of nursing and allied health (the school) is seeking approval of a modification to the existing pre-registration nursing programme originally approved on 21 May 2020. This modification is for four additional routes. An 18-month full-time accelerated direct entry route and an 18-month full-time accelerated nurse degree apprenticeship (NDA) route in adult, children's and mental health nursing fields. The 18-month accelerated route is for registered nursing associates to achieve an honours degree and registered nurse status. A two year full-time accelerated direct entry route and a two-year full- time accelerated NDA route at masters level in adult, children's and mental health nursing fields is for applicants who can demonstrate employment in direct healthcare environments and a first degree to achieve registered nurse status and an Master's of science (MSc) award. The NDA routes include an integrated end-point assessment (EPA). The major modification visit is undertaken remotely during the COVID-19 pandemic. There's an effective working relationship between the school, practice learning partners (PLPs) and employer partners (EPs). EPs in attendance at the modification visit, and who confirm a commitment to support the NDA routes, are Alder Hey Children's NHS Foundation Trust, Liverpool Heart and Chest Hospital NHS Foundation Trust, Liverpool University Hospitals NHS Foundation Trust, Mersey Care NHS Foundation Trust, North West Boroughs Healthcare NHS Foundation Trust, St Helens and Knowsley Teaching Hospitals NHS Trust and Wirral University Teaching Hospital NHS Foundation Trust. A partnership approach to the development of the programme is evident. Formal written EP and PLP partnership agreements are in place for the programme. PLPs and EPs tell us of their compliance with the Standards framework for nursing and midwifery education (SFNME) (Nursing and Midwifery Council (NMC), 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018). They tell us of their commitment to ensure the supernumerary status of pre-registration nursing students undertaking all programme routes. LJMU has worked collaboratively with a range of AEIs and PLPs to form the north west practice education group (NWPEG). The NWPEG have developed and implemented an online practice assessment document (PAD), an adapted version of the pan-London PAD which incorporates an ongoing achievement record (OAR)

and practice assessment record and evaluation (PARE). The PAD, OAR and PARE are used for the proposed routes.

There's evidence of partnership working between LJMU and stakeholders including service users and carers (SUCs), students, PLPs and EPs. There's documentary evidence that stakeholders have contributed to the design and development of the programme.

LJMU, in partnership with PLPs and EPs, confirm that any issues that arise from Care Quality Commission (CQC) inspection reviews which impact on practice learning environments are managed through a systematic partnership process. Evidence from educational audits is used to determine the suitability of practice learning environments. Any risk to student practice learning is robustly managed and monitored. Assurance is provided that risk is effectively managed to ensure student protection in practice learning environments and public protection.

The SFNME, the Standards for pre-registration nursing programmes (SPNP) (NMC, 2018) and the SSSA are met at programme level.

The modification is recommended to the NMC for subject to one university condition. One university recommendation is made.

Updated 4 May 2021:

LJMU confirm the university condition is met.

The condition is met.

The programme modification is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:**
	None identified.
	Selection, admission and progression:

	None identified.
	Practice learning:
	None identified.
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	Condition one: The programme team must update programme documentation correcting typographical errors and anomalies. (University condition)
Date condition(s) to be met:	30 April 2021
Recommendations to enhance the programme delivery:	Recommendation one: Consider monitoring the impact of COVID-19 on practice assessor and practice supervisor preparation and development. (University recommendation)
Focused areas for future monitoring:	The experiences of nursing students undertaking accelerated routes. Practice supervisor and practice assessor preparation and development.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: An email from the chair of the major modification visit confirms that the university condition is met. Condition one is met.	
AEI Observations	Observations have been made by the education institution YES ☒ NO ☐

Summary of observations made, if applicable	Reference to the requirement for applicants to have undertaken paid employment has been removed from the summary of review and findings evidence (page eight) and from R1.5 (page 18). The AEI confirm this isn't a requirement.
	The AEI confirm that The Royal Liverpool and Broadgreen University Hospitals NHS Trust should be removed as it's part of Liverpool University Hospitals NHS Foundation Trust.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ⊠
	Recommended to refuse approval of the programme ☐
Date condition(s) met:	4 May 2021

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, 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) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, 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 service users 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 service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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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 service users, 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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

We found effective working relationships between the school, PLPs, EPs, SUCs and students with evidence of collaborative programme development. The programme team, PLPs, EPs and SUCs tell us of the plans for continuing co-production of the programme.

Senior PLP and EP representatives tell us of the partnership arrangements they have with LJMU. This is confirmed by evidence of written and signed agreements detailing their shared responsibility for delivery of the programme and student learning in theoretical and practice learning environments.

There's a joint approach to programme recruitment and the management of its delivery involving PLPs, EPs and SUCs. Recruitment to the apprenticeship routes are EP led with joint interviews with LJMU. SUCs tell us, and documentary evidence confirms, that SUC involvement in recruitment and selection of students is well established. There's a SUC engagement strategy with an identified LJMU SUC co-ordinator. SUCs tell us that they're prepared for their role in contributing to the programme through an induction programme facilitated by the SUC co-ordinator. SUCs are involved in curriculum delivery and student assessment. They take part in face-to-face teaching with students. SUCs tell us that they're involved in classroom-based teaching, sharing their stories and experiences with positive responses from students. They tell us of the effective communication with the school and they report being well supported with debriefings following input with programme delivery. They participate in simulation-based learning activities and their perspective of student performance is included in the feedback students receive. SUCs tell us that they attend SUC group meetings and engage with students via online platforms.

The PAD facilitates the involvement of SUCs in providing feedback for students. There's documentary evidence that SUCs have been involved in the design and co-production of the programme. SUCs tell us they feel listened to and treated as equal partners in the programme.

Documentary evidence and discussion at the modification visit confirm that there are enough appropriately qualified practice assessors, practice supervisors and academic assessors to provide support for the assessment of skills and proficiencies for nursing students specified in the SPNP and the SSSA.

Fitness to practise concerns about a student are managed in partnership between LJMU, PLPs and EPs.

There's documentation that details the roles and responsibilities of academic assessors, LJMU practice link lecturers, practice assessors, practice supervisors and practice education facilitators (PEFs) who support the student's practice learning experience. They tell us that they understand their roles and responsibilities and tell us of the ways they work in partnership to ensure robust and consistent implementation of the SSSA.

There's evidence of the use of consistent and objective criteria for the approval of practice learning environments. Biennial educational audits are carried out in partnership between LJMU, PLPs and EPs using the practice learning environment educational audit tool InPlace. The programme team, PLPs and EPs tell us of robust communication with other AEIs in the region to share information on CQC reporting and educational audit outcomes.

LJMU academic assessors who act as practice link lecturers support students in the practice learning environment. Tripartite meetings take place in the practice

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learning environment between students, LJMU practice link lecturers and practice assessors at the mid-point and end point of each practice learning placement.

Module leaders facilitate student evaluation and feedback on modules in theory and practice. Students tell us how effective partnership with academic staff ensures that they're listened to and changes to the programme are made in response to their feedback. An example includes the scheduling of assessments. Students tell us that they take part in curriculum development groups, including the design and development of the proposed routes. This is confirmed by documentary evidence. The process for raising and escalating concerns is detailed in student facing documentation and programme guides for practice assessors and practice supervisors. Cohort meetings between students and module leaders are held monthly to discuss any issues or concerns. Time is allocated to drop-in sessions when students can meet with the LJMU programme leader without appointment.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, 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, service users, 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
Date condition(s) met:
N/A
Revised outcome after condition(s) met: MET ☐   NOT MET ☐
N/A

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must:

R1.1 Confirm on entry to the programme that students:

R1.1.1 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 cautions or convictions, pending charges or adverse determinations made by other regulators, professional bodies and educational establishments, and 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 and comply with Article 31(3) of Directive 2005/36/EC (included in annexe one of programme standards document)

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

R1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

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).

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

Demonstrate a robust process to transfer current students onto the ***Standards for student supervision and assessment*** (NMC, 2018).

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 service users 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** ☐

- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

  YES ☒   **NO** ☐

- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (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 <u>evaluative summary</u> 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 and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

  MET ☒   **NOT MET** ☐

R1.5 is met. LJMU has an established recognition of prior learning (RPL) policy framework. Documentary evidence and confirmation at the approval visit demonstrate that RPL is used for up to 50 percent of the programme. This complies with Article 31(3) of Directive 2005/36/EC. Mapping documentation confirms that RPL is capable of being mapped to the programme outcomes.

There's a LJMU guide to RPL for each route which details the roles and responsibilities of those involved in the RPL decision making process. Information on RPL is available for prospective students.

There's a RPL portfolio of evidence requirement for entry to the programme. Applicants are required to submit a portfolio of RPL evidence which is assessed by the admissions tutor and programme leader. This is then scrutinised by the external examiner before presentation to an assessment board prior to applicants commencing the programme. RPL claims are managed on an individual basis and applicants are supported through the RPL process by the admissions tutor and programme leader.

For the BSc (Hons) 18-month routes, RPL applicants must include evidence of achieving a foundation degree nursing associate (NA) programme with registration as an NA with the NMC. Successful applicants will be awarded 120 credits at level four and 60 credits at level five via RPL of theory and practice hours (50 percent of the programme). BSc (Hons) students will then study on the programme for a further 18 months, full-time, to achieve the minimum of 4600 programme hours, the equivalent of 2300 theory hours and 2300 practice hours.

For the two-year MSc routes, RPL applicants must include evidence of achieving an honours degree at lower second class or higher and must be able to demonstrate a minimum of 770 hours healthcare experience, within a period of five years of commencing the programme, verified by their employer. As part of their RPL claim, applicants must demonstrate how their previous care experience and graduate studies have equipped them to undertake an accelerated MSc nursing programme. Successful RPL applicants to the MSc route will be awarded 770 hours practice and 770 hours theory, totalling 1540 hours. MSc students will then study on the programme for a further two years, full-time, to achieve the minimum of 4600 programme hours.

- 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 since original approval on 21 May 2020.

- 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 since original approval on 21 May 2020.

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

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES ☒   **NO** ☐

Proposed transfer of current students to the programme under review

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From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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.

There are no students who will transfer onto the proposed programme.

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

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.

There are no current students who will transfer to the SSSA. The SSSA is applied to the approved programme.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met

YES ☒   **NO** ☐

Outcome

| Is the standard met? | **MET** ☒   **NOT MET** ☐ |

Date: 16 March 2021

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Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

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

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

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

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

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

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document) 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, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16; 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 curriculum and practice learning content 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 <u>evaluative summary</u> 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** ☐

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R2.4 is met. Module descriptors detail the ways the programme supports students in theory and practice across the four fields of nursing practice. Generic and field specific modules are taught across all parts of the programme.

The LJMU placements co-ordinator, PLPs and EPs confirm there's practice learning opportunities for students to experience the four fields of nursing practice. Students tell us that they're supported in theory and practice to experience all four fields of nursing practice. Documentary evidence confirms, and the programme team tell us, that school academic staff have a range of clinical backgrounds in all four fields of nursing practice to support student learning across the lifespan and diverse settings relevant to the programme. Suitably qualified external examiners are identified.

- 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. Unchanged since original approval on 21 May 2020.

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

- There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the *Standards of proficiency for registered nurses* (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 <u>evaluative summary</u> 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 evidence of mapping in the programme design ensuring that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the accelerated and NDA routes. The programme team and students tell us, and documentary

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evidence confirms, that these are applied via module delivery. There's evidence that these subjects are applied to field specific content. This content is assessed in practice in the PAD.

- The programme structure demonstrates an equal balance of theory and 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 met. An appropriate and detailed range of learning and teaching methods are presented in the documentation. All modules include appropriate academic level aims, learning outcomes and module content. There's a practice learning allocation model InPlace, which ensures students have access to a range of risk-assessed practice learning environments which take into account the 24-hour nature of delivery of nursing care. EPs, PLPs and students tell us that students undertake a range of working hours in practice learning environments covering 24 hours and weekends. Documentary evidence confirms that the designated hours needed to meet NMC requirements comprise of 50 percent theory and 50 percent supernumerary practice learning. This demonstrates an equal balance of theory and practice learning for all routes. For NDA students practice learning is at all times outside of the student's normal place of employment. Students tell us that they are always supernumerary in practice learning.

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 (R2.10)

  YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met the registration requirement for entry to the register in the adult field of practice (R2.11)

  YES ☒   **NO** ☐

- Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (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** ☒

The programme doesn't lead to registration in two fields of nursing practice.

- 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 doesn't lead to registration in another profession.

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

YES ☒   **NO** ☐

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** ☐   **Date:** 16 March 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

Standard 3: Practice learning

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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 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

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; R2.9, R2.11; 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 <u>evaluative summary</u> 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 since original approval on 21 May 2020.

- 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 since original approval on 21 May 2020.

- 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 since original approval on 21 May 2020.

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

  MET ☒   **NOT MET** ☐

R3.4 is met. Unchanged since original approval on 21 May 2020.

- 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 since original approval on 21 May 2020.

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** ☐

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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 ☐
Date: 16 March 2021		

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

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 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

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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*, and
R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in
Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education, specifically*:*
R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17;
R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, specifically *R4.1 – R4.11*

Findings against the standards and requirements

Provide an <u>evaluative summary</u> 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 since original approval on 21 May 2020.

- 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. There's a structured plan to implement the SSSA for the programme. Information about the SSSA is explicit in the programme specification and student facing documentation. The roles of practice assessors, practice supervisors, the practice link lecturer and PEFs are defined. Practice assessors and practice supervisors understand their role and the role preparation process for supporting students undertaking the proposed routes. NDA students are allocated an independent practice assessor outside of their normal place of work.

Practice assessors and practice supervisors are prepared for their roles in supporting the student experience by jointly run workshops from LJMU, PLPs and EPs.

The PAD records student learning, assessment and progress throughout the programme. This provides practice learning guidance and assessment requirements that map to the SPNP. Practice assessors record their decisions on student assessment, progress and proficiency in the PAD. This is agreed by academic assessors. Academic assessors are prepared for their role by LJMU who support the continued professional development of academic staff. Details of the practice assessor, practice supervisor and academic assessor roles in supporting students in practice are included in student facing documentation. There's evidence of the allocation of different academic assessors in each stage of the programme.

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 <u>evaluative summary</u> 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 feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

  MET ☒   NOT MET ☐

R4.4 is met. Unchanged since original approval on 21 May 2020.

- 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. There's documentary evidence of mapping to the Future nurse: Standards of proficiency for registered nurses (NMC, 2018) and to meet the programme outcomes and practice learning for all fields of nursing practice.

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 ☒   **NO** ☐

- 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 *Standards of proficiency for registered nurses* (R4.10)

  YES ☒   **NO** ☐

- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)

  YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 16 March 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met:		

N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: 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. *Standards framework for nursing and midwifery education, specifically R2.11, R2.20*

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:
 	
• 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)
 	
                        YES ☒   **NO** ☐
 	
• Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)
 	
                        YES ☒   **NO** ☐
 	
Fall Back Award
If there is a fall-back exit award with registration as a nurse all NMC standards and proficiencies are met within the award
                      YES ☐ **NO** ☐ **N/A** ☒
 	
There's no fall back exit award that leads to registration with the NMC as a nurse.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met   **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 16 March 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation: Email from the chair of the major modification visit confirming that the university condition is met, 4 May 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Year one, BSc mental health x five Year two, BSc mental health x two Year one, BSc adult x four Year two, BSc adult x four Year one, BSc child x two Year two, BSc child x two		
Service users and carers	☒	☐
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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC, quality report, Mersey Care NHS Trust, 5 April 2019 CQC, quality report, St Helens and Knowsley Teaching Hospitals NHS Trust, 20 March 2019 CQC, quality report, Daleside Nursing Home, Liverpool, 19 January 2021 CQC, quality report, Aintree University Hospital NHS Foundation Trust, 26 September 2019 CQC, quality report, Blackpool Teaching Hospitals NHS Foundation Trust, 17 October 2019		
If you stated no above, please provide the reason and mitigation: LJMU is an established AEI; visits weren't required. Practice visits weren't required as there's no new PLPs.		
Additional comments: None identified.		