



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Pre-registration nurse qualification leading to:

Pre-registration Nursing - Adult

Pre-registration Nursing - Child

Pre-registration Nursing – Mental Health

Dual Award – Pre-registration Nursing - Adult/Mental Health

Dual Award – Pre-registration Nursing - Mental Health/Child

Dual Award – Pre-registration Nursing - Adult/Child

Liverpool John Moores University

March 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Liverpool John Moores University Faculty of Health 79 Tithebarn Street Liverpool L2 2ER
AEI/EI Institution Identifier [UKPRN]	10003957
Name and location of programme delivery partner(s) if not the AEI noted above	Not applicable
Name of employer partners for apprenticeships	Not applicable
Approval type	Major modification

Name of programme					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	Postgraduate Diploma Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Child	Postgraduate Diploma Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre-registration nursing - Mental Health	Postgraduate Diploma Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dual Award - Pre-registration nursing - Adult/Mental Health	MNurs Adult and Mental Health Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dual Award - Pre-registration nursing - Mental Health/Child	MNurs Mental Health and Children's Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dual Award - Pre-registration nursing - Adult/Child	MNurs Adult and Children's Nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interim awards available (only required if leading to NMC registration)					
NMC programme title	AEI programme title (in full)	Academic level(s)	Apprenticeship	Full-time	Part-time
Pre-registration nursing - Adult	BSc (Hons) Nursing (Adult)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Child	BSc (Hons) Nursing (Child)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pre-registration nursing - Mental Health	BSc (Hons) Nursing (Mental Health)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposed programme start date	15 September 2025				
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes				
Date of visit	4 March 2025				
Visitor team	Registrant Visitors: Dr Andrew Bland Mrs Emma Bailey Lay Visitor: Professor Mandy Robbins				

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI's ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

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

The conjoint visit with the AEI approval panel took place on 4 March 2025.

Context for the review

Liverpool John Moores University (LJMU) is building on its existing pre-registration nursing provision with the addition of:

- a Postgraduate Diploma (PGDip) Adult Nursing (Second Field); a PGDip Mental Health Nursing (Second Field); and a PGDip Children's Nursing (Second Field) for registrants wishing to add a second registration in an additional field of nursing; and
- an Integrated Master's programme leading to registration in two fields of nursing, namely the MNurs Adult and Mental Health Nursing; MNurs Adult and Children's Nursing; and the MNurs Children's and Mental Health Nursing.

Evidence was submitted against all Part 3 Standards and the visitors confirmed that no Part 2 Standards were affected.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions required by the approval panel, is as follows:

Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI response to any conditions) was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

Conditions				
No.	Condition details	Specific standard not met	NMC only/Joint	AEI/EI only
C1	Design and delivery and programme specification documents to be amended in accordance with the LJMU's requirements and one missing CV to be submitted.			AEI only
Date for all conditions to be met to meet intended delivery date		7 April 2025		

Joint conditions relate to both NMC standards and the AEI/EI's programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/Joint	AEI/EI only
R1	Consider including more opportunities for the students on the part-time distance learning PGDip provision to become part of the LJMU learner community, for example, with more visits to the campus.	2.10	Joint	
R2	Re-visit the aims of the 'Managing Complex Care Delivery...' modules (7003NAPRNA/7203NAPRNA/7003NAPRNC/7203NAPRNC/7003NAPRNM/7203NAPRNM) to ensure other aspects of complex care (other than end of life) relevant to the field are included.			AEI only

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

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ joint
GP1	The innovative approach through the introduction of these programmes to the change in the healthcare needs of society.	2.1	Joint
GP2	The excellent simulation provision and support from the senior management for staffing support both technical and academic.	2.10	Joint
GP3	The robust and collaborative working relationships with the placement providers.	3.1	Joint

Response to conditions

The visitor team reviewed in full the response and evidence from the AEI to the condition set. The findings of the visitor team with regard to the responses to the condition are recorded in the main body of this report.

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

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Explanation of findings for Part 3

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
1.1	<p>Confirm on entry to the programme that students:</p> <p>1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for their intended field of nursing practice: adult, mental health, learning disabilities and children's nursing</p> <p>1.1.2 demonstrate values in accordance with the Code</p> <p>1.1.3 have capability to learn behaviours in accordance with the Code</p> <p>1.1.4 have capability to develop numeracy skills required to meet programme outcomes</p> <p>1.1.5 can demonstrate proficiency in English language</p> <p>1.1.6 have capability in literacy to meet programme outcomes</p> <p>1.1.7 have capability for digital and technological literacy to meet programme outcomes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Ensure students' health and character are sufficient to enable safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and character in line with the NMC's health and character decision making guidance. This includes satisfactory occupational health assessment and criminal record checks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments, and ensure that any declarations are dealt with promptly, fairly and lawfully.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Ensure the registered nurse responsible for directing the educational programme or their designated registered nurse substitute is able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes, up to a maximum of 50% of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	For NMC registered nurses, permit recognition of prior learning that is capable of being mapped to the Standards of proficiency for registered nurses and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme outcomes that may be more than 50% of the programme.				
1.7	Support students throughout the programme in continuously developing their abilities in numeracy, literacy and digital and technological literacy to meet programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recognition of prior learning metrics

Advanced entry applications for the Integrated MNurs can only be received from students who are transferring from another Integrated MNurs programme in order to ensure that students have had exposure to the integrated learning that occurs in Level 4 within both theory and practice. This will need to be evidenced through the LJMU's established recognition of prior learning (RPL) process which ensures adherence to NMC requirements.

As the Postgraduate Diploma (PGDip) provides registration in a second field for existing NMC registrants, recognition of prior experiential learning (RPEL) will be permitted for entry in accordance with the NMC Standards for Pre-registration programmes.

Findings

1. The visitor team considered a range of evidence including the LJMU's Admissions Code of Practice and Admissions Policy, Fitness to Practice Policy, admissions interview forms and records, and programme guides, handbooks and specifications.
2. In considering Standard 1.1, the visitor team confirmed that the entry criteria are clearly stated in the MNurs and PGDip programme specifications. The entry requirements for the programmes within the scope of this review sit within the AEI's wider Admissions Code of Practice which includes IELTS requirements (for these programmes a score of 7.0 is normally required).
3. To cater for the high number of applications, LJMU has commissioned a third party to design a psychometric test for MNurs applicants to complete. This test is based on the values for MSc Nursing. Applicants are also presented with scenarios to which they must respond. Applicants recording a borderline score for these tests are interviewed. People who use services and carers (PSCs) confirmed that they had been consulted and had contributed to this process and influenced changes to some questions. PGDip applicants are required to have an interview with the Programme Leader and they are also expected to attend a virtual open day. This process has the additional benefit of testing students' digital literacy before beginning their programme of study. All applicants for the MNurs who wish to do a programme with a 'Child' route will be interviewed. For both the MNurs and the PGDip programmes, a robust process is in place to ensure that applicants are appropriately qualified and have the capability and skills to meet the respective programme outcomes on entry to the programmes. In addition, the process ensures that students are capable of conducting themselves appropriately in accordance with the NMC Code on professional standards of practice.
4. With regard to Standards 1.2, and 1.3, students are informed of the requirement to declare any changes in circumstances that may impact their fitness to practise. Programme guides and specifications include information students require with regard to disclosure of health and good character. A Practice Guide makes it clear

that students must have a signed declaration (completed annually) of good health and character, an Enhanced Disclosure and Barring Service (DBS) check and occupational health clearance before going into practice. The MNurs interview process tests the applicants' character and decision-making while PGDip students are required to be current registrants with the NMC and must make an annual declaration of health and character as part of their NMC renewal process. Students' NMC registration status is checked on entry to their programme of study. Any student who gives a cause for concern is subject to the Fitness to Practice Policy. This process provides the opportunity for academic and professional input and the right of reply and support for the student. The visitor team considered that a robust system for reporting and acting on reports through the implementation of the Fitness to Practice Policy and its associated procedure is in place.

5. In relation to Standard 1.4, the visitor team confirmed that the registered nurses responsible for directing the educational programmes are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing programme. In coming to this view, the visitor team took account of staff CVs showing appropriately qualified staff, a DBS Flow Chart, the Fitness to Practice Policy and guidance for students and programme handbooks.
6. With regard to Standard 1.5, the visitor team's consideration of RPL mapping documents found that these effectively map prior learning and practice to the Standards of proficiency for registered nurses within LJMU's wider RPL policy framework. LJMU permits RPL from students who are transferring from another Integrated Master's in Nursing programme that is capable of being mapped to both the standards of proficiency for registered nurses and the programme outcomes. Applicants to the MNurs programmes are informed of this process at the application stage and are provided with information regarding the process, including the mapping of both theory and practice. Discussions with staff demonstrated a clear understanding of how LJMU's RPL policy related to their respective programmes.
7. In relation to Standard 1.6, the visitor team found the process for mapping and recognising prior learning against the standards of proficiency to be clearly articulated and transparent and in line with NMC requirements. The process is outlined in the programme specifications, and RPL related information is captured within the interview record of applicants so that the appropriate mapping process can be instigated. Mapping documents for the PGDip and the MNurs programme must be completed and submitted with a portfolio of evidence. The RPL Portfolio document provides guidance for applicants to enable them to put together a portfolio to evidence their practice that can then be articulated within the mapping document. The Programme Manager and Administrative Lead oversee the process at programme level and a Faculty Recognition Group reviews RPL applications on a case-by-case basis.
8. With regard to Standard 1.7, the visitor team considered that the support to be offered to students throughout both the MNurs and the PGDip is good. In particular, the visitor team noted that in the case of the latter, which will be delivered online, the programme team has given thought to the pedagogy of this delivery, to the different ways in which effective pastoral support can be provided and how a sense of community can be developed online.
9. Based on the information made available, the visitor team considers that LJMU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
2.1	Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensure that programme learning outcomes reflect the Standards of proficiency for registered nurses and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	State routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Set out the general and professional content necessary to meet the Standards of proficiency for registered nurses and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that field-specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure the curriculum provides an equal balance of 50% theory and 50% practice learning using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Ensure that all pre-registration nursing programmes meet the equivalent of minimum length of three (academic) years for full time programmes, which consist of a minimum of 4,600 hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The PGDip programme, consisting of 120 credits at Level 7, will be one year in length for full-time face-to-face delivery and 18 months in length for the part-time distance learning delivery variant. Full-time PGDip students have 720 practice hours and 880 theory hours while part-time PGDip students have 800 practice hours and 800 theory hours.

The MNurs provision, available on a full-time basis, is four years in length, comprising 120 credits each year, making a total of 480 credits at Level 7 over the full duration of the programme. The MNurs programme will have 3,040 practice hours and 3,360 theory hours. Students will achieve the minimum number of hours - 2,300 theory and 2,300 practice hours - within the first three years to allow registration into a single field if students choose to exit the programme before completing Year 4 and all other assessments and requirements are met.

Findings

10. The visitor team reviewed a range of evidence, including a design and delivery overview, programme and module specifications, a curriculum development document, mapping documents and programme handbooks, in assessing these standards.
11. In relation to Standard 2.1, the visitor team found the PGDip and the MNurs programmes to be well designed, as evidenced by the curriculum planning documents, programme specifications and mapping documents. LJMU has extensive experience in providing programmes that comply with the NMC standards framework for nursing and midwifery education. The visitor team considered the innovative approach through the introduction of the programmes to the change in the healthcare needs of society to represent **good practice (GP1)**.
12. With regard to Standard 2.2, the visitor team's review of the design and delivery overview documentation and its discussions with programme team members, programme leaders and practice learning providers (PLPs) confirmed the strength of the partnerships between teaching staff and those involved in practice supervision and assessment which ensures that each programme and curriculum complies with the standards for student supervision and assessment. LJMU's infrastructure supporting these processes is well established and the collaborative working between the practice placement providers and programme team members demonstrates proven and robust standards for student supervision and assessment which will be integrated and maintained within the programmes under review.
13. In considering Standard 2.3, the visitor team's review of the evidence, and its discussions of the programme learning outcomes with programme team members, confirmed that programme learning outcomes reflect the standards of proficiency for registered nurses. Module specifications clearly map module content with the individual standards of proficiency and the NMC Code, and the use of technology is well integrated into each programme to provide simulated learning opportunities that address each field of nursing.
14. In relation to Standards 2.4 and 2.5, the visitor team confirmed that the programme design should ensure that there is exposure across the different fields of nursing practice at appropriate and respective points in each route. Where applicable, additional simulated practice opportunities and the use of technology-enhanced simulation learning will be available for students. Programme specifications provided

evidence of the routes within pre-registration nursing programmes that allow students to enter the register in one or more of the specific fields of nursing practice: adult, mental health and children's nursing and tried and tested mechanisms are in place to ensure that students will be supported through the programmes.

15. With regard to Standard 2.6, the visitor team found that the parameters of practice within which a nursing student will work in each of the programmes under review are clearly mapped to the platforms within the standards of proficiency for registered nurses. General and professional content necessary to meet this standard is well evidenced within programme and module specifications. Discussions with programme team members confirmed that there is clarity of understanding of the general and professional content necessary to meet this standard.
16. In considering Standard 2.7, the visitor team confirmed that the content necessary to meet the programme outcomes for each field of nursing practice relevant to this modification, namely: adult nursing, children's nursing, and mental health nursing is clearly set out. In reaching this conclusion, the visitor team noted the extensive nature of content included in programme and module specifications which provided clear aims and specific learning outcomes describing what students need to achieve to meet the programme outcomes. Discussions with PSCs, PLPs and programme teams demonstrated a collaborative approach to developing content to ensure that programme outcomes are met.
17. With regard to Standard 2.8, the visitor team confirmed 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. The visitor team came to this view based on its review of module and programme documentation.
18. In relation to Standard 2.9, the visitor team confirmed that the curriculum provides an equal balance of 50% theory and 50% practice, underpinned by a range of teaching and learning strategies providing students with well-rounded experiences during both their theory and practice time. The visitor team reached this conclusion having reviewed design and delivery overview documentation and programme planners for the MNurs and PGDip programmes and received a presentation at the visit clarifying how this balance is to be achieved in practice on the programmes.
19. In considering Standard 2.10, the visitor team concluded that LJMU ensures technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. The visitor team noted LJMU's commitment to developing and utilising simulation-based learning, identified in the Nursing Simulation Strategy. The visitor team's tour of the simulation and technology facilities and discussions with dedicated simulation staff, programme team members, senior managers and students during its onsite visit demonstrated that simulation-based learning and technology is used extensively within existing programmes and will be adopted proportionately within each of the programmes under review. The visitor team noted the quality of the facilities, the technology available for student learning, the well-staffed simulation team and technological support available to students and staff. The visitor team considered the excellent simulation provision and support from senior management for staffing support, both technical and academic, to represent **good practice (GP2)**. In addition, given the range of physical and human resources available, the visitor team considered that the simulation opportunities available would provide the ideal mechanism to create on-campus opportunities for part-time distance learning PGDip students. The visitor team therefore **recommended (R1)** that LJMU should consider

including more opportunities for the students on the part-time distance learning PGDip provision to become part of LJMU's learner community, for example, with more visits to the campus.

20. Standard 2.11 is considered as not applicable to this modification.
21. With regard to Standard 2.12, the visitor team confirmed that the duration of the MNurs programme is four years, consisting of 3,040 practice hours and 3,360 theory hours. Students will achieve the minimum number of hours, 2,300 theory and 2,300 practice hours within the first three years to allow registration into a single field if students choose to exit the programme before completing Year 4 and all other assessments and requirements are met. Full-time PGDip students will have 720 practice hours and 880 theory hours while part-time PGDip students will have 800 practice hours and 800 theory hours.
22. In relation to Standard 2.13, design and delivery overview documentation and programme planners demonstrated that the MNurs and PGDip programmes are of a suitable duration to achieve proficiency in both fields of nursing. MNurs students will focus on field one in the first three years and the second field in Year 4 when students will repeat Part 3 of the Practice Assessment Document (PAD) for the second field of practice. PGDip students will focus on the additional field and repeat Part 3 of the PAD. The visit provided additional insight into how the part-time and full-time PGDip routes will provide an equal balance of 50% theory and 50% practice.
23. In considering Standard 2.14, the visitor team concluded for each programme under review that the module guides, programme plans, programme specifications and the design and delivery overview documentation provided clear evidence that all programmes under review are of suitable length with nursing proficiencies and outcomes achieved in a nursing context. Discussions with programme team members provided additional reassurances that each programme has been meticulously designed, drawing upon the experience of the existing approved programmes in nursing.
24. Based on the information made available, the visitor team considers that LJMU has in place appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in Standards of proficiency for registered nurses, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Provide no less than 2,300 practice learning hours, of which a maximum of 600 hours can be in simulated practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure students experience the range of hours expected of registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	Ensure that students are supernumerary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements and simulated learning hours

The MNurs programme includes 2,300 practice hours, with simulation hours capped at 440, well below the 600-hour maximum. The full-time PGDip programme will provide 720 practice hours and the part-time distance learning programme will provide 800 practice hours to enable existing registrants to achieve proficiency in a second nursing field in line with the NMC's Part 3: Standards for pre-registration nursing programmes.

The opportunities available for simulated practice use advanced technology and a dedicated team to ensure that simulation in lieu of practice hours closely simulates clinical practice. Simulation contributes to the required practice hours without exceeding permitted limits. Students on the PGDip distance learning route self-select practice placements and they do not have exposure to simulated practice.

Findings

- The visitor team considered a range of evidence including placement-related documentation, programme-related information (including guides, specifications, planners), and the LJMU's Simulation Strategy.

26. In considering Standard 3.1, the visitor team found that robust and established systems are in place to oversee the allocation of different placement opportunities for each student on the PGDip and MNurs face-to-face programmes to ensure that students have practice learning opportunities to deliver safe and effective care to a diverse range of people across the different fields of nursing. The PGDip distance learning route uses a system where students self-select practice placements and they do not have exposure to simulated practice. Discussions with programme team members and School of Nursing and Advanced Practice senior managers provided reassurance that this system would enable PGDip students to have practice learning opportunities to deliver care to a diverse range of people across the different fields of nursing because programme and placement team members oversee students' self-allocated clinical environments. The visitor team recognised as **good practice (GP3)** the robust and collaborative working relationships LJMU has established with placement providers.
27. In relation to Standard 3.2, the visitor team noted from discussion with programme team members and senior managers that all placements, whether self-sourced (as in the case of the PGDip distance learning provision) or allocated through LJMU's practice placement office (for PGDip and MNurs face-to-face programmes) are scrutinised and overseen by the practice placement team and the programme leaders to ensure that all students are exposed to a variety of practice placement opportunities to meet the holistic needs of people of all ages.
28. In considering Standard 3.3, the visitor team reviewed a range of evidence including individual programme plans and module specifications to establish that practice learning opportunities allow students to meet the communication and management skills and nursing procedures required to meet the standard. Discussions with programme team members and representatives from PLPs and employers confirmed that robust practice assessment documentation is provided, and practice assessors are supported by the programme teams. It was clear that robust and effective working partnerships exist between LJMU, PLPs and employers and that these contribute to practice learning opportunities that enable students to meet the communication and relationship management skills and nursing procedures required.
29. With regard to Standard 3.4, the visitor team noted that opportunities are available for simulated practice learning using advanced technology, and a dedicated team ensures that simulation in lieu of practice hours closely simulates clinical practice. Programme design documents confirm that simulation contributes to the required practice hours without exceeding permitted limits, and that simulated practice learning utilised for practice hours meets the standards for student supervision and assessment requirements.
30. In relation to Standard 3.5, dedicated support is provided for students requiring reasonable adjustments and a Guide to Supporting Students in Practice sets out processes for identifying and implementing adjustments to ensure an effective learning experience. Support aligns with the Equality Act 2010 and is coordinated centrally by Equality and Diversity Officers and Disability Welfare Advisers, while Faculty-specific Disability Coordinators manage programme-level support. Individual Student Learning Plans (ISLPs) outline tailored adjustments, including assessment modifications and Reasonable Adjustments in Practice Plans. Completed adjustment plans can be shared with practice settings to ensure accommodations are feasible without impacting learning or patient safety.
31. With regard to Standard 3.6, a Practice Learning Support Unit (PLSU) works in close collaboration with practice partners to identify the most suitable placements that can

offer maximum potential for student learning. Placements are recorded centrally and linked to all the necessary documentation for the recording of hours and allocation of a range of placements to meet the standards required. Students are allocated clinical environments which provide opportunities to work a range of hours to enhance their learning in these environments.

32. In relation to Standard 3.7, the Practice Guide stipulates that students are always supernumerary in practice and the programme planners indicate that placements are protected learning times and supernumerary. The visitor team confirmed through discussions with the programme team and PLPs that any issues relating to the status of students would be managed quickly and effectively.
33. Based on the information made available, the visitor team considers that LJMU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Provide students with constructive feedback throughout the programme to support their development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Assess students to confirm proficiency in preparation for professional practice as a registered nurse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Ensure that there is equal weighting in the assessment of theory and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in standards of proficiency for registered nurses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

34. The visitor team considered a range of evidence including curriculum development, design and delivery information, practice and programme-related documentation, and staff CVs.
35. With regard to Standard 4.1, the visitor team considered that the frameworks and practices in place comply with the NMC standards framework for nursing and midwifery education. This is because the programme handbooks and delivery and design overview documents demonstrate a climate of learning which is collaborative and supportive. The programme guides detail support mechanisms available for students and outline safeguarding and prevent arrangements. All students are allocated an academic mentor in accordance with LJMU's Personal Tutor Policy and there is evidence of a wide range of support available for students in practice from

their practice supervisors and assessors. The modifications requested are innovative and designed to meet the evolving health service managing complex care needs. There is a strong focus on employability and work-based learning to suitably prepare students for clinical practice. LJMU has an established infrastructure in place to ensure that students are provided with the necessary support, supervision and assessment to become competent and safe practitioners at the end of their programme.

36. In relation to Standard 4.2, the visitor team found that processes for student support, supervision and assessment are integrated into the existing nursing programmes. As noted above, the infrastructure which supports these processes are well established, and collaborative working between the PLPs and programme team members ensures that students receive adequate support and supervision.
37. Regarding Standard 4.3, the nominated person responsible for directing each programme has been identified and the NMC has been informed of the Programme Leads and the nominated registrants for the MNurs and PGDip programmes who provide the declaration of fitness to practise.
38. In relation to Standard 4.4, strategies and policies are in place to ensure that students are provided with constructive feedback throughout their learning journey. The Teaching and Learning Strategy and the Assessment and Feedback Policy provide evidence of a commitment to aid student development using recognised frameworks of formative and summative feedback for work produced. The documents focus upon student development and support while maintaining academic integrity. Discussions with programme team members and students confirmed that feedback provided to students supported their progression. Feedback is provided against all areas of development as well as theoretical components of assessment. Feedback from practice supervisors and practice assessors is also provided to students within the practice placement setting to support students and guide them to become safe and effective practitioners.
39. With regard to Standard 4.5, practice documents are used to assess students against the proficiencies and clinical skills outlined in the standards of proficiency for registered nurses. These documents have been developed as part of the Pan London Practice Learning Group and are recognised and used by several institutions. Although the Practice Assessment Document (PAD) is a generic document for all four fields of practice, the guidance stipulates that the level of expertise and knowledge required will vary depending upon the chosen field of practice, therefore acknowledging that some skills and proficiencies are more appropriate for different specialisms. The Design and Delivery Overview (DDO) documents show that, for the proficiencies in practice, the PGDip programme will focus on the second field of practice. The MNurs programme will achieve proficiencies in both fields of nursing with a focus on field one in Years 1,2,3 and field two in Year 4. In Year 4, MNurs students will repeat Part 3 of the PAD for the second fields of practice.
40. In relation to Standard 4.6, the numeracy assessment is completed within a summative examination format using the online learning platform - Safe Medicate. Students undergo formative assessment during each term and the programme teams have a system for monitoring achievement and supporting students who are failing to achieve the required pass rates. The tests are designed to incrementally increase in complexity through a programme working towards the final examination. Discussions with programme team members confirmed that the processes in place are supportive and serve to reduce the risk of student failure in the final assessment.

41. In considering Standard 4.7, the visitor team concluded that students are enabled to meet the communication and relationship management skills and nursing procedures within their fields of nursing practice. This is because programme specifications and module descriptors demonstrated mapping of theory and skills to the taught content, students are assessed within practice over the duration of their programme, and suitably skilled and registered healthcare professionals are involved in such assessment, as detailed within the PAD Guidance.
42. With regard to Standard 4.8, PLPs assess students' proficiency in preparation for professional practice as a registered nurse within the clinical environment. Proficiencies have been mapped against the relevant modules, integrating theory with practice and ensuring that students have the fundamental knowledge associated with the proficiency which prepares them for practice.
43. In relation to Standard 4.9, the visitor team noted that there is an equal weighting of theory to practice in the existing pre-registration nursing programmes and considered that the required mandatory hours planned for students on the PGDip and modified MNurs programmes enable the standard to be met.
44. In considering Standard 4.10, the visitor team noted that the MNurs and PGDip programmes will use the PAD containing all the proficiencies identified within the NMC standards for nurse education. The visitor team confirmed that all proficiencies will be recorded in an ongoing record of achievement demonstrating the achievement of proficiencies and skills set out in the NMC standards of proficiency for registered nurses. The visitor team further noted that these proficiencies will be assessed by a practice assessor and final confirmation of achievement of proficiency is recorded in the PAD which is signed by the practice assessor.
45. Based on the information made available, the visitor team considers that LJMU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

46. The visitor team considered a range of programme documentation including programme specifications, handbooks and guides.
47. With regard to Standard 5.1, the visitor team confirmed that the postgraduate qualifications to be awarded exceed the minimum requirement of a Bachelor's degree for pre-registration nursing programmes.
48. In relation to Standard 5.2, the visitor team noted that programme documentation states that students have five years to register their award with the NMC. Students confirmed that, in addition to this information being provided within their programme handbooks, this requirement is frequently drawn to their attention during and before completion of their programme of study.
49. Based on the information made available, the visitor team considers that LJMU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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