Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

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Programme approval visit report

Section one

Programme provider name:	Liverpool John Moores University
In partnership with: *(Associated practice learning partners* *involved in the delivery of the programme)*	Liverpool Community Health NHS Trust Wirral Community NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust Mersey Care NHS Trust Aintree University Hospital NHS Foundation Trust Alder Hey Children's NHS Foundation Trust Brain Injury Rehabilitation 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 Hospitals NHS Foundation Trust Liverpool Heart and Chest Hospital NHS Foundation Trust NHS Western Cheshire The Walton Centre NHS Foundation Trust Mid Cheshire Hospitals NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed:	

Programme: Pre-registration nursing - Adult
Title of programme: BSc Nursing with Registered Nurse Status (Adult)
Programme start date: 7 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Pre-registration nursing - Mental Health
Title of programme: BSc Nursing with Registered Nurse Status (Mental Health)
Programme start date: 7 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Programme: Pre-registration nursing - Child
Title of programme: BSc Nursing with Registered Nurse Status (Child)
Programme start date: 7 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6

Date of approval	18 February 2020
QA visitor(s):	Registrant Visitor: Jill Foley
	Lay Visitor: Jennifer Dye

Summary of review and findings
The programme presented for approval is the undergraduate pre-registration nursing programme at Liverpool John Moores University (LJMU). This is a three-year full-time BSc (Hons) programme with the opportunity to follow one of three nursing field routes, adult, child and mental health. The programme is mapped against the Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018). The programme team plan to transfer students in the September 2019 and March 2020 cohorts to the new programme at the end of their first year. Students in the remaining cohorts will stay on their existing programme. LJMU is part of the north west practice education group (NWPEG). This is a collaborative group of approved education institutions (AEIs) and their practice learning partners (PLPs). LJMU's main PLPs are NHS foundation trusts across Liverpool, the Wirral and parts of Cheshire, and independent, voluntary and GP sector organisations. The NWPEG has developed a practice assessment document (PAD) based upon the pan-London PAD. This initiative is welcomed by LJMU's practice partners. They provide practice learning experiences (PLEs) for students from different AEIs across the region and the shared PAD promotes a consistent approach to practice assessment. LJMU is also part of the Cheshire and Merseyside consortium which shares audit and placement evaluation tools, using an online practice assessment record and evaluation (PARE) site. This site includes educational resources for practice supervisors, and practice and academic assessors relating to the NMC Standards for student supervision and assessment (SSSA). The programme includes a simulated PLE in each year of the programme. Significant investment is being made by LJMU to support simulation and technology enhanced learning. We found evidence of effective partnership working and stakeholder engagement in programme documentation and through discussion at the approval visit. The programme has been developed in collaboration with service users and carers (SUCs), students and PLPs. Representatives of the different groups are positive about LJMU's pre-registration nursing provision and the programme team. LJMU works in partnership with its PLPs to address any concerns raised in external system regulator reports, including those from the Care Quality Commission (CQC). This is done through the development and implementation of action plans designed to prevent any compromise in safety or the students' learning experience.

The Standards framework for nursing and midwifery education (SFNME), the SSSA and the Standards for pre-registration nursing programmes (SPNP) are not met at programme level as conditions apply.

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

Updated 8 April 2020:

LJMU has provided documentary evidence demonstrating all conditions are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: Provide clear mapping criteria for recognition of prior learning (RPL) and a completed mapping template for students transferring to the new programme. (SFNME R2.8) **Practice learning:** Condition three: Review, clarify and make explicit the programme's theory and practice hours in all programme documentation, including the planner, module specifications and student facing information, to ensure that all NMC requirements are met and simulation used to address theoretical learning is differentiated from simulated practice hours. (SFNME R5.3; SPNP R2.1, R2.9, R3.4) Condition four: Demonstrate a clear and robust process to ensure students are allocated suitably prepared practice assessors and supervisors in the formative negotiated placements outside the United Kingdom (UK). (SFNME R2.4, R2.15, R3.5, R3.8;

	SSSA R2.1, R2.2, R2.7, R6.2, R6.3; SPNP R4.1, R4.2)
	Assessment, fitness for practice and award:
	Condition five: The school must ensure that the objective structured clinical examination (OSCE) for modules 6103NRSMH/AD/CH includes a health numeracy assessment related to both the nursing proficiencies and calculation of medicines. (SFNME R2.3; SPNP R4.6)
	Education governance: management and quality assurance:
	Condition two: Review all programme documentation to ensure accuracy, and correct errors and inconsistencies within the programme specifications and student facing documents. (SFNME R2.3, R2.4, R2.6; SPNP R1.6)
Date condition(s) to be met:	20 March 2020
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing the RPL for successful applicants who are not NMC registered nurses, by permitting RPL up to a maximum of 50 percent of the programme. (SPNP R1.5)
	Recommendation two: Review the efficacy of physical resources following completion of the refurbishment of the Tithebarn Street building. (University recommendation)
Focused areas for future monitoring:	The simulated practice placement with particular emphasis upon evaluation of the students' learning experience and the allocation of practice hours. (SPNP R3.4)
	RPL procedures and how these are applied in accordance with NMC requirements. (SPNP R1.5, R1.6)

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

A completed mapping document and associated documentation is provided demonstrating how students transferring to the new programme's learning in theory and practice is mapped to the programme standards and standards of proficiency for registered nurses. Condition one (SFNME R2.8) is now met.

Errors and inconsistencies in the programme specifications and student facing documentation relating to selection, admission and progression are corrected. The maximum amount of RPL for NMC registered nurses is included in the programme specifications to provide further transparency regarding programme entry requirements. Since the approval visit the amount of RPL permitted for NMC registered nurses is reduced from a maximum of 67 percent to a maximum of 50 percent of the programme. Condition two (SFNME R2.3, R2.4, R2.6) is now met.

The distribution of the programmes theory and practice hours are clarified and made explicit in the programme plan for each nursing field. Simulation used to explore theoretical concepts is differentiated from simulated nursing practice hours in module specifications. Condition three (SFNME R5.3; SPNP R2.1, R2.9, R3.4) is now met.

The programme manager confirms the only international placements available to students are through 'go abroad' or 'knowledge for change'. No other providers are utilised. The programme team tell us a practice assessor and supervisors employed by another AEI or LJMU accompany students on these placements. Documentary evidence is included illustrating the process and a template for recording supervisors. Condition four (SFNME R2.4, R2.15, R3.5, R3.8; SSSA R2.1, R2.2, R2.7, R6.2, R6.3; SPNP R4.1, R4.2) is now met.

A revised OSCE template is provided illustrating that the health numeracy assessment is related to both the nursing proficiencies and calculation of medicines. Condition five (SFNME R2.3; SPNP R4.6) is now met.

AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	No observations and inaccuracies identified.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval

Date condition(s) met:	8 April 2020

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 and midwives

QA framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook |

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:

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

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Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders

We found evidence of established and effective partnership working between LJMU and key stakeholders. Academic staff, PLPs, students and SUCs have been consulted and attended curriculum development meetings throughout 2019. SUCs, PLPs and students confirm their involvement in these meetings and report that they have contributed to the design and development of the nursing curriculum. Dialogue with external examiners has also been employed.

There is a SUC strategy which documents SUC involvement in day to day organisation and delivery. This includes curriculum design, admission, and learning, teaching and assessment activities. LJMU report that SUCs have co-

created modules, a learning disability virtual learning environment and simulated practice, to ensure that students have a meaningful experience. SUCs are viewed as an integral component of students' learning by the team. Interviews are undertaken by a member of academic staff and either a SUC, PLP or student. We have seen documentary evidence of the use of scenarios that provide a comparable interview experience but are contextualised to the relevant nursing field. SUCs, PLPs, student mentors and academic staff confirm the approaches used, and that panel members have training in areas such as equality and diversity prior to undertaking any interviews. LJMU hold a database of those trained. SUCs told us that they feel valued as part of the interview team. They report ongoing dialogue with the programme team regarding developing more SUC input into the delivery and assessment of the nursing programme.

Interprofessional learning (IPL) is embedded in the programme through simulation, theory, and practice-based activities each year. Students told us they have experienced IPL through sessions shared with midwifery, paramedic science and pharmacy students. They describe these as valuable learning opportunities which provide insight into other professions. LJMU told us that there is a well established day long scenario based IPL opportunity, which will be included in the curriculum.

Students report high levels of support and told us that they are advised of extra-curricular opportunities relevant to their studies. Documentation indicates that practice supervisors are involved in seeking feedback from SUCs. Students and the practice supervisor and assessor we met with, confirm this occurs. There is evidence of effective partnership working and relationships between LJMU and other AEIs in the region. A shared PAD and ongoing achievement record (OAR) has been developed and there are shared educational resources and approaches to audit, preparation of assessors and supervisors, and practice evaluation. Students told us that they feel their feedback is listened to and will benefit future cohorts.

PLPs report strong partnerships with LJMU. They have helped shape the programme design and welcome the early simulation opportunities. They told us this will help placement allocation and provide a place where students can practice skills in a safe environment and gain confidence prior to starting their first practice placement. LJMU nursing staff are allocated to PLEs using a link tutor system. The practice supervisor and assessor we met with confirmed the effectiveness of their working relationships with LJMU and the practice education facilitators (PEFs) who support them in their own organisations.

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
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*
If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: N/A **Revised outcome after condition(s) met:**

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

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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.

R1.3 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).

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

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

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

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

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

Yes

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

Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

Met

R1.5 is met. The programme specifications include reference to RPL up to a maximum of 50 percent of the programme. Documentation demonstrates compliance with Article 31(3) of Directive 2005/36/EC. The programme team told us that LJMU will only allow RPL against a programme part. The programme is divided into three equal parts, each of which equates to one year of study. This means that successful RPL students can only enter at the start of the second year and the maximum NMC allowance can't be applied. The university has an RPL policy and procedures. These include recognition of prior experiential learning (RP(E)L). All RP(E)L claims are ratified at the faculty recognition group (FRG) and each claim must meet all related theory and practice hour requirements. The programme team told us that module outcomes are used to map RPL claims. We saw documentary evidence to support this process. They explained that transcripts are used to verify completed practice hours for students transferring from other AEIs and for students who have completed programmes which facilitate entry with RPL. Timesheets and practice documents are also scrutinised to ensure programme requirements are met and experiential learning is verified by the admissions tutor.

Candidates applying for RPL are subject to the programme's entry requirements and must apply through Universities and Colleges Admissions Service (UCAS). Students who apply to transfer from other AEI's must meet all of the programme's entry requirements, complete a successful RPL application and be successful at interview. Credits and hours are verified at a relevant examination board. Each claim is examined on an individual basis. RP(E)L claims are moderated by an external examiner. The practice learning support unit (PLSU) uses InPlace software to allocate student placements and monitor programme hours. Candidates entering with RP(E)L have their practice placement and programme hours data entered on this system to ensure that by the end of the programme they meet all of the NMC and programme requirements.

The programme specifications and admission information identify that an articulated route for progression is in place within the trainee nursing associate (TNA) programme, which allows students who have completed the TNA programme at LJMU to enter the pre-registration nursing programme at level five.

The programme team confirmed that this should have been removed from documentation and articulated routes will be verified through university processes following programme approval. (Recommendation one)

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)

Not Met

R1.6 is not met. The programme fact files state that for registered nurses RPL may be applied up to the AEI limit of 67 percent. The programme team confirmed this limit at the approval visit. They told us that each candidate's application and claim is subject to the same mapping and governance arrangements described in R5.1. RPL opportunities for registered nurses are not included in the programme specifications. These require updating. (Condition two)

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

R1.7 is met. Numeracy, literacy, digital and technological literacy are mapped to a programme outcome and linked to competency outcomes in the PAD. The programme team told us that these skills are developed sequentially as students progress through the programme. Students told us at the approval visit that they are able and encouraged to access a range of support strategies, resources and services to develop their skills. These include academic skills advisors, study skills support (skills@ljmu) and module tutors. There is also a technology enhanced learning team. LJMU has a virtual learning environment (VLE) and online methods such as the SN@P tool are used to develop numeracy skills. Engagement with the VLE is monitored and the programme manager is made aware of students who are not accessing resources and digital provision. The personal tutor meets with students during personal development planning (PDP) weeks and is available throughout each part of the programme to provide advice, signpost to resources, and review student progression and support requirements.

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

Proposed transfer of current students to the programme under review

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

Not Met

NMC requirements are not met. We have not seen sufficient documentary evidence to support the transfer of students to the new programme. This is because we can't verify how current students' learning in theory and practice has been mapped to the programme standards and standards of proficiency for registered nurses.

The mapping document used doesn't include written criteria to illustrate how RPL has been applied against the programme's theory and practice requirements and the Standards of proficiency for registered nurses. Module outcomes for part one of the new programme are mapped numerically against part one of the existing curriculum, however the outcomes are referred to by number only and for module 4102NRS outcome one has not been mapped.

The programme team plan to transfer students from the September 2019 and the March 2020 cohorts to part two of the new programme at the end of their first year. We have seen a sample letter to students notifying them of the transfer plan. This states that the decision was agreed at the board of study in October 2019. Student mentors at the approval visit confirmed that they have been made aware of the transfer arrangements. The remaining cohorts March 2018, September 2018 and March 2019 will remain on their current programme. The current programme underwent a major modification in August 2019 and gained NMC approval to transfer students to the SSSA at their next progression point. The programme team told us that additional sessions have been added to their curriculum to ensure they are practice supervisor ready. They confirmed that these additions do not require amendments to their approved programme.

The programme team told us that students who have interrupted during parts two and three of the current programme will remain on this programme when they return to their studies. Students who have interrupted during their first year will transfer to the new programme following a RPL process to ensure all of the part one requirements are met. They confirmed that for transferring students, programme hours and PLE requirements will be monitored by the PLSU using the

InPlace software. This is to ensure students are allocated to the full range of PLEs required of their programme by field, and programme and NMC theory and practice hours are met.

We require a completed criteria-based mapping document to demonstrate how students transferring to the new programme's learning in theory and practice, has been mapped to the programme standards and standards of proficiency for registered nurses. (Condition one)

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

Not Met

As in R1.6 for registered nurses RPL may be applied up to the AEI limit of 67 percent. The programme team confirmed this limit at the approval visit. They told us that there are currently no NMC registered nurses on the programme. Any NMC registered nurse applying to the programme's application and RPL claim is subject to the same mapping and governance arrangements described in R5.1. RPL opportunities for registered nurses are not included in the programme specifications. These require updating. (Condition two)

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

No

R2.3, R2.4, R2.6, R2.8 are not met. We require a completed mapping document with specific criteria to demonstrate how students transferring to the new programme's learning in theory and practice has been mapped to the programme standards, and standards of proficiency for registered nurses. (Condition one)

There are errors and inconsistencies within the programme specifications and student facing documentation relating to selection, admission and progression. The adult and child programme specifications state that applicants should demonstrate a clear commitment to mental health nursing. There is also reference to improving skills as a mental health nurse. The requirement to register their award with the NMC within five years is included in the adult and child programme specifications but not the mental health one. The programme team confirmed at the approval visit that these are errors. They told us that they have experienced difficulties saving amendments to documents using the online university system. The programme specifications do not include reference to the maximum amount of RPL for NMC registered nurses and this should be amended to provide further transparency. (Condition two)

Outcome
Is the standard met? *Not Met* The standard is not met. We do not have sufficient documentary evidence to demonstrate 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. This is because we can't verify how current students' learning in theory and practice has been mapped to the programme standards and standards of proficiency for registered nurses. The mapping document used doesn't include written criteria to illustrate how RPL has been applied and there appears to be a deficit in the numerical mapping used. We do not have the module outcomes for the current programme to verify the numerical mapping. Condition one: Provide clear mapping criteria for RPL and a completed mapping template for students transferring to the new programme. (SFNME R2.8) The gateway one SFNME relevant to selection, admission and progression are not met in full at programme level. This is because there are errors and inconsistencies within the programme specifications and student facing documentation relating to selection, admission and progression. This includes reference to mental health nursing admission criteria in the adult and child specifications, references to an articulated route within student facing documentation, and lack of reference to the maximum RPL allowance for NMC registered nurses applying to the programme. The adult and child specifications include the requirement for students to register their award with the NMC within five years but the mental health specification does not. This requirement is included in the programme handbook. Condition two: Review all programme documentation to ensure accuracy, and correct errors and inconsistencies within the programme specifications and student facing documents. (SFNME R2.3, R2.4, R2.6; SPNP R1.6) **Date: *25 February 2020***
Post Event Review
Identify how the condition is met: Condition one: A completed mapping document and associated documentation is provided demonstrating how students transferring to the new programme's learning in theory and practice is mapped to the programme standards and standards of proficiency for registered nurses. The criteria for mapping RPL are

the module learning outcomes for part one of the programme. Assurance is provided that SFNME R2.8 is met. Condition one is now met.

Evidence:
RPL completed mapping template, uploaded 13 March 2020
RPL mapping document, uploaded 13 March 2020
Annex a and b mapped to 2010 programme version two, uploaded 13 March 2020
2016 Competencies map, uploaded 13 March 2020

Condition two: Errors and inconsistencies in the programme specifications and student facing documentation relating to selection, admission and progression are corrected. The adult specification references commitment to adult nursing practice and improving skills as an adult nurse. The child specification references commitment to child nursing and improving skills as a child nurse.

The requirement to register the award with the NMC within five years of completion is included in the mental health programme specification. There is now consistency across all routes regarding enhanced disclosure and barring service (DBS) disclosure. References to an articulated progression route are removed from the programme specifications.

The maximum amount of RPL for NMC registered nurses is included in the programme specifications to provide further transparency regarding programme entry requirements. Since the approval visit the amount of RPL permitted for NMC registered nurses has been reduced from a maximum of 67 percent to a maximum of 50 percent of the programme. The fact files and the internal design and delivery overview template now consistently reflect the RPL for NMC registered nurses.

The entry requirements relating to RPL now read:
'applicants, including registered nurses, can apply for RPL up to a maximum of 50 percent of the credits of the programme. All theory and practice elements must be met for the credit claimed. Each claim will be examined on an individual basis in line with university regulations and NMC requirements.'

Errors and inconsistencies in the programme specifications and student facing documents are corrected and amended. Typographical errors and references to mentors and the Standards to support learning and assessment in practice (NMC, 2008) have been corrected. Assurance is provided that SFNME R2.3, R2.4, R2.6 and SPNP R1.6 are met. Condition two is now met.

Evidence:
BSc (Hons) in nursing with registered nurse status (adult) programme specification, uploaded 26 March 2020
BSc (Hons) in nursing with registered nurse status (mental health) programme specification, uploaded 26 March 2020
BSc (Hons) in nursing with registered nurse status (child) uploaded 26 March 2020
Fact file BSc (Hons) adult nursing, uploaded 26 March 2020

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Fact file BSc (Hons) mental health nursing, uploaded 26 March 2020
Fact file BSc (Hons) child nursing, uploaded 26 March 2020
BSc module document, uploaded 26 March 2020
Internal design and delivery overview template final, uploaded 6 April 2020
Record of student interview with personal tutor, uploaded 13 March 2020
Guide to supporting students with additional needs in practice settings, uploaded 13 March 2016
Academic link role, uploaded 16 March 2020
BSc (Hons) programme plan version 12, uploaded 6 April 2020
Module progression planner, uploaded 6 April 2020
Overseas authorisation form and process K4C knowledge for change version 10, uploaded 6 April 2020
Practice supervisor confirmation form, uploaded 6 April 2020

Date condition(s) met: 8 April 2020

Revised outcome after condition(s) met:

Met

Condition one (SFNME R2.8) is now met.
Condition two (SFNME R2.3, R2.4, R2.6; SPNP R1.6) is now met.

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 all programme learning outcomes reflect the Standards of proficiency for nursing associates.

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 outin 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

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards for nursing and midwifery education (R2.1)

No

R2.1 is not met. The programme structure does not demonstrate an equal balance of theory and practice learning. (Condition three)

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R2.2)

Yes

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

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

There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

Met

R2.4 is met. Documentary analysis and discussion with the programme team, students and PLPs at the approval visit provides assurance that the programme will support students in theory and practice learning to gain experience across the four fields of nursing.

The programme is divided into three equal parts and each part has two 26-week semesters. Students complete six integrated theory practice modules within each part of the programme. One module each semester is assessed via the student's PAD and referred to as a practice module. These practice modules are core in part one, and field specific in parts two and three. In parts one and two, three of the four remaining modules are core. Within part three in addition to the practice modules, there is one core module and three field specific modules.

Content relating to the different nursing fields is evident within core and field specific modules, and a lifespan approach is taken within some modules.

There is shared learning across the student groups throughout the three years. The programme team told us that this reflects increased emphasis on the acquisition of generic nursing skills and knowledge within the curriculum. They explained that content relevant to each of the nursing fields is introduced in large group lectures and through the VLE. This is followed by smaller mixed or field group sessions to facilitate deeper application and learning relevant to the student's field of practice. The programme team told us at the approval visit that they work collaboratively, and the expertise of the academic team is used to ensure that content reflects the different fields of practice and enables students to develop their understanding of adult, mental health, learning disabilities and children's nursing. They explained that simulation and scenarios developed with SUCs will be used to help students explore the different fields of practice, service user and carers' experiences, and their health, nursing and social care needs. The team have worked with PLPs and SUCs to develop a VLE to enhance the learning disabilities element of the programme. Students told us at the approval event that their learning within the current programme is applied across the field groups. They told us that their PLEs include placements or placement visits within each field of practice. PLPs and the assessor and supervisor we spoke to gave examples of how they arrange PLEs for students who require experience working with service users from the different fields of practice. The programme team told us that the PLSU use a placement mapping template to ensure that students are allocated to appropriate placements. Field experiences are recorded in the OAR on the exposure page and monitored by the student's personal tutor.

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

R2.5 is met. The programme structure and design clearly illustrate that students can study one of three fields of practice. These are adult, children's or mental health nursing. There is evidence of field specific learning outcomes and content in relevant module descriptors. The programme team provided assurance at the approval event that learning within the core modules is applied to each of the field groups. They provided an overview of the programme planners for each field and discussed how the PLEs by field, and the students' overall learning experience will prepare them for registration. Students, PLPs and SUCs were very positive about LJMU pre-registration nursing provision. PLPs explained that they feel the students practice learning journey and the inclusion of simulated practice placements will develop students' confidence prior to their first allocation. Students told us that they benefit from the variety and number of PLEs available to them. Discussion at the approval event and documentary review provides assurance that the programme will prepare students for registration in their designated field.

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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

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

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

There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

Met

R2.8 is met. A mapping document demonstrates how field specific content in relation to the law, safeguarding, consent, pharmacology, medicines administration and optimisation is included within the programme. Appropriate content is identified in core and field specific module specifications. The programme team explained that core content is shared between fields and further developed and applied within field specific learning activities and group work.

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)

Not Met

R2.9 is not met. The programme structure does not demonstrate an equal balance of theory and practice learning. There is contradictory information regarding the number and balance of theory and practice hours in programme documentation, and student facing information.

The programme specifications identify that students must achieve 2300 theory hours and 2300 practice hours by the end of the programme and the minimum length of the programme is three years. Reference is made to a 50 percent theory and 50 percent practice divide in some documents. Within the module specifications 2220 hours are allocated to placements and 3600 hours to theory. There is reference to simulation in the module specifications, but there are no specific hours allocated. The programme team told us at the approval event that the placement planners illustrate the correct number of theory and practice hours. Within the amended planners viewed for each field, 2640 hours are allocated to theory and 2422.5 hours are allocated to practice. This equates to a difference of nearly six weeks.

The planners illustrate the sequence of theory blocks and placement allocations. We can't verify the number of practice or theory hours in the programme from the planners. This is because some weeks appear to be a combination of theory and practice learning but are categorised as placement hours only. Additionally, the programme team told us at the approval event that all face to face and e-learning activities during the simulated placement periods are classed as practice hours. It is not clear from some of the examples provided how simulation used to explore theoretical concepts referred to in the module specifications and allocated theory hours, is differentiated from simulated nursing practice and skills.

A range of learning and teaching strategies are used in the programme and referenced in the programme and module specifications. Broad aims and learning outcomes are identified in module descriptors. The practice proficiencies and skills are assessed through the PAD. The practice allocation model by field is identified on the programme planner. The PLPs told us at the approval visit that PLEs are carefully planned to ensure that students are able to meet the relevant practice outcomes for the programme part and student's field of practice. (Condition three)

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)

N/A

The programme is delivered in England.

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

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

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)

No

This is not applicable to the programme being approved.

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)

No

This is not applicable to the programme being approved.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

No

SFNME R5.3 is not met. The programme structure does not demonstrate an equal balance of theory and practice learning. (Condition three)

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

Yes

Outcome

Is the standard met?

Not Met

The standard is not met. This is because the programme structure does not

demonstrate an equal balance of theory and practice learning. There is contradictory information regarding the number and balance of theory and practice hours in programme documentation and student facing information. There are three simulated four-week placements during the programme, and three additional simulation weeks. These are allocated practice hours. It is not clear how simulation used to explore theoretical concepts is differentiated from simulated nursing practice hours.

Condition three: Review, clarify and make explicit the programme's theory and practice hours in all programme documentation, including the planner, module specifications and student facing information, to ensure that all NMC requirements are met and simulation used to address theoretical learning is differentiated from simulated practice hours. (SFNME R5.3; SPNP R2.1, R2.9, R3.4)

Date: *25 February 2020*

Post Event Review

Identify how the condition is met:

Condition three: The AEI has clarified and made explicit the distribution of the programmes theory and practice hours in the programme plan for each nursing field. Simulation used to explore theoretical concepts is differentiated from simulated nursing practice hours in module specifications. The programme's theory hours are identified as 2424 hours. These hours include delivered programme contact time using learning and teaching strategies such as lectures and workshops, and guided study. Independent study is identified as additional learning students choose to undertake and is not counted in the total number of theory hours. The programme's practice hours equate to 2422.5 hours. These hours include 1860 hours of placement learning experiences in the partnership sites and during the negotiated placement, and 562.5 hours of simulated practice. The programme team confirm simulated placement learning hours meet the NMC's definition of simulation in the SPNP. Assurance is provided that SFNME R5.3 and SPNP R2.1, R2.9, R3.4 are met. Condition three is now met.

Evidence:
Email from the programme manager confirming simulation used for practice learning hours complies with the NMC definition of simulation in the SPNP, 18 March 2020
BSc (Hons) programme plan version 11 with programme hours chart, uploaded 26 March 2020
BSc (Hons) module document, uploaded 26 March 2020

Date condition(s) met: 8 April 2020

Revised outcome after condition(s) met:

Met

Condition three (SFNME R5.3; SPNP R2.1, R2.9, R3.4) is now met.

Standard 3. Practice learning

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

R3.1 provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

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

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registrationnursing 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 studentswith 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

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

Evidence that the practice learning opportunities allow students to develop and meet the Standards of proficiency for registered nurses to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

Met

R3.1 is met. Documentary evidence and discussion with the programme team, students and PLPs at the approval event, confirms that students are able to experience a range of practice learning opportunities to enable them to meet the Standards of proficiency for registered nurses. Students are allocated placements using InPlace software. This holds placement information and is aligned to the programme planners to ensure that students are allocated placements appropriate to their field and programme part. Experiences across the four fields are not fully evident on the planners viewed, however the OAR includes an exposure page which records student learning across adult, mental health, learning disabilities and children's nursing. A VLE simulation package is used to explore and engage students in simulated learning experiences relating to working with people who have learning disabilities. Short placement visits and experiences are arranged for students during placement allocations to ensure that they gain experience of all four nursing fields. Students, PLPs and the practice assessor and supervisor we spoke to at the approval visit, provided examples of how this is operationalised and learning recorded.

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

R3.2 is met. Documentary evidence and discussion with the programme team, students and PLPs at the approval event, confirms that students are able to experience a variety of PLEs to meet the holistic needs of people of all ages. These experiences are documented in the OAR exposure page. This document is reviewed with the student by their personal tutor to ensure that any deficits in experience are addressed. The PEFs and practice assessors and supervisors also arrange short PLE visits to facilitate student learning relating to holistic care across the lifespan.

LJMU's academic programme team are allocated to placement areas using a link

tutor system. PLPs told us that they have strong and responsive partnerships with LJMU in practice. They provided examples of how they work together to support students, and practice assessors and supervisors during PLEs. The PLSU allocates students to placements in accordance with audited numbers and the placement planners. LJMU is part of the Cheshire and Merseyside consortium which shares its approach to audit and placement evaluation using the PARE site. Students confirm that they evaluate their PLEs and told us that this benefits future students allocated to the area. The PEFs told us that they work with the programme team to ensure the appropriateness and quality of the PLEs used. They provided examples of how areas are risk assessed and how if system regulators such as the CQC raise concerns about a PLP organisation, action plans are developed to address the issues raised. They explained that this may lead to audited student numbers being reduced or the area being withdrawn from the placement circuit until the requirements of the action plan are met.

A simulated placement is included in each part of the programme. The programme team told us at the approval visit that this placement will be audited and subject to the same governance arrangements as placements in the partnership sites.

Students have the opportunity to attend a four-week negotiated placement during their third year. This may be outside the LJMU placement circuit or an international PLE. A flow chart is used for PLEs in the UK to ensure placement suitability. This and related documents require updating to reflect the SSSA terminology. Students attending these placements must be supported by their personal tutor. The programme team told us that formal arrangements are in place with knowledge for change and another AEI for a PLE in Uganda. They told us that there may be opportunities to attend other international placements for varying lengths of time including ones in China.

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

R3.3 is met. Achievement of the communication and relationship management skills and nursing procedures is recorded in the PAD. Students have formative and summative PLEs during each part of the programme. Summative placements are in the student's designated field of practice. There is a simulated four-week placement during each part of the programme. This enables students to develop their knowledge and skills in a protected environment. The programme team's plans for these placements include appropriate content and related learning experiences. The PLPs told us that they anticipate that the simulated placements will help prepare students for PLEs in their organisations, build confidence and enable students to manage the demands of clinical practice more effectively during

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their initial placement. PLPs told us that they are mapping the relationship management skills and nursing procedures to placement areas and this was confirmed by example documentation. This mapping informs the placement allocation planners used by the PLSU and InPlace technology to identify and allocate appropriate PLEs.

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)

Not Met

R3.4 is not met. Documentary evidence and discussion with the programme team illustrate that detailed plans are in place to develop and effectively use technology enhanced and simulation-based learning opportunities during the programme.

Simulation as a learning activity is identified across modules and simulation is referenced in the PAD. A four-week simulated placement is included in each year, and additional simulation weeks are scheduled in years one and two. The module specifications do not include simulated practice hours and it is not clear from the documentary evidence provided and discussion with the programme team, how simulation used to address theoretical learning hours within modules is differentiated from practice hours. We are therefore unable to verify that technology enhanced and simulation-based learning opportunities are used proportionately within the programme. (Condition three)

LJMU has a draft simulation strategy. There is an identified simulation lead and plans are in place to evaluate and develop this area of practice through research activity.

The senior management team explained at the approval event that a new building with state of the art simulation and clinical learning facilities is scheduled for completion in September 2020. They told us that contingency plans are in place should there be any delay. This includes access to sufficient physical space and equipment to support student numbers. A scoping exercise has been undertaken to ensure equipment is available to support the programme intentions.

The programme team demonstrated enthusiasm and commitment to enhancing the students' learning experience through the use of technology and simulated practice. A range of face to face and e-learning activities are included in the simulation plans. These will be supported by the VLE. Sessional staff with expertise to develop interactive scenarios have been employed, and the simulation lead is making training available for all staff to familiarise themselves with the new resources.

Some of the topics within the simulation plan include those specified in Article 31(5) of Directive 2005/36/EC. Documentary evidence viewed and discussion with the programme team, students and PLPs provides assurance that Article 31(5) of Directive 2005/36/EC will be met through PLEs in the partnership sites.

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

R3.5 is met. Documentary evidence and discussion at the approval visit with PLPs and students demonstrate that processes are in place to take account of students' individual needs and personal circumstances when allocating PLEs. This includes making reasonable adjustments for disabilities. Students told us that they are made aware of the support services available at the beginning and throughout the programme. The practice assessor and supervisor we spoke to explained how support processes are implemented, and with the student's consent how information is shared to plan appropriate PLEs.

LJMU have detailed information relating to the processes used in the guide to support students with additional needs in practice settings document. Students are advised to contact their personal tutor to discuss what support may be required during placements so that plans can be put in place. The PAD includes a page to document discussions with the practice supervisor and assessor. Individual student learning plans (ISLPs) are developed for students who may require reasonable adjustments. PLPs and students confidently explained the processes used and describe these as effective and supportive. PLPs and students gave examples of how these processes were successfully operationalised.

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

Processes are in place to ensure that students are supernumerary (R3.7)

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Not Met

The standard is not met. This is because we are unable to verify from the documentation provided and discussion with the programme team how simulation used to address theoretical learning hours within modules is differentiated from practice hours. We are therefore unable to determine whether the use of technology enhanced learning and simulation in the programme is proportionate. Some of the activities identified in the simulated placement plans appear to represent theoretical learning rather than replicated practice experience.

Condition three: Review, clarify and make explicit the programmes theory and practice hours in all programme documentation, including the planner, module specifications and student facing information, to ensure that all NMC requirements are met and simulation used to address theoretical learning is differentiated from simulated practice hours. (SFNME R5.3; SPNP R2.1, R2.9, R3.4)

Date: *25 February 2020*

Post Event Review

Identify how the condition is met:

Condition three: The AEI has clarified and made explicit in module specifications the number of simulated hours used to address theoretical learning. Simulation used to meet practice learning hours is differentiated from theoretical learning in the programme plan for each field. The programme team confirm simulated placement learning hours meet the NMC's definition of simulation in the SPRN (NMC, 2018). Documentation provided triangulated with discussion at the approval visit with the programme team and PLPs provides assurance that the plans for using technology enhanced and simulation-based learning are proportionate and will support student learning. Assurance is provided that SFNME R5.3 and SPNP R3.4 is met. Condition three is now met.

Evidence:

Email from the programme manager confirming simulation used for practice learning hours complies with the NMC definition of simulation in the SPNP, 18 March 2020
BSc (Hons) programme plan version 11 with programme hours chart, uploaded 26 March 2020
BSc (Hons) module document, uploaded 26 March 2020

Date condition(s) met: 8 April 2020

Revised outcome after condition(s) met:

Met

Condition three (SFNME R5.3; SPNP R2.1, R2.9, R3.4) is now met.

Standard 4. Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses, 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 inArticle 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

R4.1 – R4.11

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

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

Not Met

R4.1 is not met. Documentary evidence and discussion with the programme team, PLPs and students at the approval visit, provides assurance that the support, supervision, learning and assessment provided in the simulated placement, partnership sites and negotiated placements in the UK, will comply with the NMC SFNME. The PLPs and programme team told us how individuals are prepared for their role and the governance arrangements in place. We heard from the PLPs that they are involved in the development of the programme. They explained that a number of AEIs access their placement areas and they welcome the development and use of the shared PAD. The PARE is used by the PLPs and AEIs across the

participating partnership sites. There is a shared approach to placement audit and evaluation, as well as online access to the PAD, supporting information and education resources. The PEFs told us that they liaise with the programme team, and monitor placement resources, audit and practice assessor and supervisor availability. They are the nominated person within their organisation. We heard from the programme team that the simulation lead is the nominated person for this allocation.

The governance arrangements during negotiated placements outside the UK are less clear. We heard contradictory information regarding where students can go during the four placement weeks. The team told us that formal arrangements with knowledge for change via another AEI are in place for placements in Uganda. There is also a potential placement in China. We heard that students may be able to go to other placements outside of the UK and risk assessment and governance processes will be followed. It is difficult to determine whether students can negotiate to attend a placement from an approved selection of PLPs or whether they can negotiate their own. We require further detail regarding the arrangements and processes followed when allocating these placements in order to assure us that R4.1 is met. (Condition four)

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 assessors along with how they will be prepared for their roles. (R4.2)

Not Met

R4.2 is not met. Documentary evidence and discussion with the programme team, PLPs and students at the approval visit, provides assurance that there are processes in place to identify supervisors and assessors and prepare them for their role in the simulated placement, partnership sites and negotiated placements in the UK. The current programme went through a major modification in August 2019 to transfer to the SSSA (NMC, 2018) from September 2019. The academic assessor is allocated to a student for one programme part. Practice assessors and supervisors are allocated in each PLE. The practice assessor and supervisor we met at the approval event told us that they are able to liaise with registered practitioners from other disciplines in order to provide students with opportunities to develop their skills and knowledge. PLPs told us that a team approach is used for practice supervision.

We heard from the programme team that during the simulated placements an NMC nurse registrant who is a member of LJMU academic staff will be the student's practice assessor. They will not simultaneously be the student's academic assessor or practice supervisor. We heard from the programme team that they are suitably prepared for their roles. They are able to access ongoing professional development and told us that a number of lecturers continue to spend time in clinical practice. All PLEs and records of student learning and achievement

are documented in the PAD and the OAR in the student's portfolio. The PEFs in the partnership sites prepare assessors and supervisors for their role using agreed face to face presentations tailored to their organisation.

The PARE site provides online information for assessors and supervisors. The arrangements for allocating students to suitably prepared practice assessors and supervisors in the negotiated placements outside the UK are not clear for all potential placements. The programme team told us at the approval visit that practice assessors and supervisors employed by another AEI accompany students to the Ugandan PLE and staff from LJMU accompany students to China. We require further detail regarding how the SSSA are applied when students undertake any placement outside the UK in order to provide assurance that R4.2 is met. This includes how suitably prepared practice assessors and supervisors are allocated. (Condition four)

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

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

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

Met

R4.4 is met. Documentary evidence and discussion with the programme team and practice assessor and supervisor at the approval visit demonstrates clear processes are in place to provide students with formative and summative feedback throughout the theoretical and summative components of the programme. Students are allocated to a personal tutor and are required to meet with them at least three times per year. The personal tutor monitors their academic progress and signposts students to support services as appropriate. Feedback from practice supervisors and assessors is documented in the PAD. This includes a mid-point review in each PLE. There are opportunities for SUCs to contribute to feedback during placement allocations. Self and peer review is also included in the formative feedback strategies for practice.

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

R4.5 is met. Documentary evidence and discussion with the programme team and PLPs provides assurance that processes are in place to ensure that throughout the programme students meet the Standards of proficiency for registered nurses and programme outcomes for their field of nursing practice. Students have formative and summative PLEs during each part of the programme. Summative placements are allocated according to the students designated field. We heard that placements are mapped to the programme planners. This mapping is used by the PLSU and InPlace technology to identify and allocate appropriate PLEs to students to enable them to meet programme outcomes. Students complete core and field specific modules and these are mapped to their field award.

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)

No

R4.6 is not met. The health numeracy assessment which must be passed with a score of 100 percent is included in the third part of the programme in the 6103NRS modules by field. This is an OSCE which includes three numeracy related elements. Documentary review of the OSCE templates and discussion with the programme team at the approval visit identifies that this assessment only addresses calculation of medicines. The programme team told us that other elements of health numeracy related to the nursing proficiencies are assessed via the PAD. This is evident however R4.6 requires that both elements are assessed under the same conditions for all students. (Condition five)

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

Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)

Yes

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

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

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

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

No

R3.5 and R3.8 are not met. This is because the processes for arranging negotiated placements outside the UK and appropriate student supervision and assessment are not clear. (Condition four)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

No

SSSA R2.1, R2.2, R2.7, R6.2 and R6.3 are not met. This is because the processes for arranging negotiated placements outside the UK and appropriate student supervision and assessment are not clear. (Condition four)

Outcome

Is the standard met?

Not Met

The standard is not met. This is because we are unable to verify from the

documentation provided and discussion with the programme team arrangements for ensuring that students are allocated suitably prepared practice assessors and supervisors in elective placements outside the UK.

Condition four: Demonstrate a clear and robust process to ensure students are allocated suitably prepared practice assessors and supervisors in the formative negotiated placements outside the United Kingdom. (SFNME R2.4, R2.15, R3.5, R3.8; SSSA R2.1, R2.2, R2.7, R6.2, R6.3; SPNP R4.1, R4.2)

R4.6 is not met. This is because the OSCE only focuses upon the calculation of medicines and does not include a health numeracy assessment related to other elements of the nursing proficiencies.

Condition five: The school must ensure that the OSCE for modules 6103NRSMH/AD/CH includes a health numeracy assessment related to both the nursing proficiencies and calculation of medicines. (SFNME R2.3; SPNP R4.6)

Date: *25 February 2020*

Post Event Review

Identify how the condition is met:

Condition four: The programme manager confirms the only international placements available to students are through go abroad or knowledge for change. No other providers are utilised. The programme team told us at the approval visit that a practice assessor and supervisors employed by another AEI or LJMU accompany students on these placements. Documentary evidence is included illustrating the process and a template for recording supervisors. Assurance is provided that SFNME R2.4, R2.15, R3.5, R3.8, SSSA R2.1, R2.2, R2.7, R6.2, R6.3 and SPNP R4.1 and R4.2 are met. Condition four is now met.

Evidence:
Email correspondence from the programme manager, 16 March 2020
Overseas authorisation form and process: overseas placement form request for knowledge for change placement, uploaded 13 March 2020
Overseas authorisation form and process: overseas placement form request for placement overseas including go abroad placement uploaded, 13 March 2020
Practice supervisor confirmation form knowledge for change, uploaded 13 March 2020

Condition five: A revised OSCE template is provided illustrating that the health numeracy assessment is related to both the nursing proficiencies and calculation of medicines. Assurance is provided that SFNME R2.3 and SPNP R4.6 are met. Condition five is now met.

Evidence:
OSCE exam 6103NRS module example, uploaded 13 March 2020

Date condition(s) met: 8 April 2020

Revised outcome after condition(s) met:

Met

Condition four (SFNME R2.4, R2.15, R3.5, R3.8; SSSA R2.1, R2.2, R2.7, R6.2, R6.3; SPNP R4.1, R4.2) is now met.

Condition five (SFNME R2.3; SPNP R4.6) is now met.

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.

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

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

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. Standards framework for nursing and midwifery education specifically R2.11, R2.20

N/A

There are no exit or fall back awards leading to NMC registration.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: *25 February 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Ongoing record of achievement (OAR)	Yes
Practice learning environment handbook	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	No
Academic assessor focused information specific to the programme	No
Placement allocation / structure of programme	Yes
PAD linked to competence outcomes, and mapped against standards of proficiency	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the education institution has met the Standards for pre-registration nursing programmes (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
CV of the registered nurse responsible for directing the education programme	Yes
Registrant academic staff details checked on NMC website	Yes
External examiner appointments and arrangements	Yes
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary for protected learning	Yes
If you stated no above, please provide the reason and mitigation The programme handbook includes electronic links to university focussed information for students.	

![Nursing & Midwifery Council logo]

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

![Mott MacDonald logo]

Information regarding the programme for practice supervisors and practice and academic assessors is held electronically on the PARE site.
List additional documentation: Response by the programme team to the initial draft programme approval report and inclusion of the following associated documentation prior to the approval visit: Enabling effective learning environments funding request letter, 13 December 2019 Programme handbook for new students BSc Nursing adult, child and mental health undated, uploaded 7 February 2020 09/20 Academic assessor document, undated uploaded 7 February 2020 Child programme specification undated, uploaded 7 February 2020 Adult programme specification undated, uploaded 7 February 2020 Mental health programme specification, undated uploaded 7 February 2020 Assessment schedule and map, undated uploaded 7 February 2020 BSc Nursing Modules 20200207120754, undated uploaded 7 February 2020 BSc Nursing Modules 20200211134028, undated uploaded 11 February 2020 Placement learning code of practice (COP annexe one), July 2016 Placement health, safety and ;earning check list (COP annexe two), July 2016 Student placement conduct and health and safety agreement (COP annexe three), July 2016 Student feedback on health and safety arrangements during placement learning COP appendix four, July 2016 Copy of assessors report-redacted, undated, uploaded 7 February 2020 Copy of timetable September 2020 version three, undated, uploaded 7 February 2020 Curriculum development document, undated, uploaded 7 February 2020LJMU BSc (Hons) Annexe one EC mapping document, undated, uploaded 7 February 2020 2010 Programme, undated, uploaded 7 February 2020 Enhanced occupational health clearance (EPP v2 document), undated, uploaded 7 February 2020 Fact file adult, undated, uploaded 7 February 2020 Factfile child, undated, uploaded 7 February 2020 Factfile mental health undated, uploaded 7 February 2020 Field Specific Content Mapping Document, undated, uploaded 7 February 2020 Final admissions code of practice, January 2015 First declaration document, September 2019 Generic transition letter, undated uploaded 7 February 2020 Health questionnaire for healthcare students 2019 updated, uploaded 7 February 2020 Internal design and delivery overview template final, undated, uploaded 7 February 2020 Interview form adult 2020 revised, undated, uploaded 7 February 2020 Interview form child 2020 revised, undated, uploaded 7 February 2020 Interview form mental health 2020 revised, undated, uploaded 7 February 2020

Learner digital engagement update, 3 February 2020

LJMU admissions policy - final approved by recruitment policy committee, January 2015

LJMU field or university transfer interview form, 2019

LJMU Interviews email, dated 31 August 2019

Mapping document 2010 programme to 2020 programme, undated, uploaded 7 February 2020

Module progression planner, undated, uploaded 7 February 2020

A guide to supporting students with additional needs in practice settings, undated, uploaded 7 February 2020

Guide for practice document 2020/2021, undated, uploaded 7 February 2020

NMC red amber green (RAG) rating feedback example, 1 July 2019

NWPEG terms of reference, February 2019

OSCE exam 6103AD/MH/CH, undated, uploaded 7 February 2020

Out of area request form version four, undated, uploaded 7 February 2020

Out of area flow chart, November 2019

Overseas authorisation form and process request for knowledge for change uganda placement undated, uploaded 7 February 2020

Record of student interview with personal tutor form, undated, uploaded 7 February 2020

Pre-registration nursing reviewer queries document, uploaded 7 February 2020

Extract from the Tithebarn new build project board report, dated 23 January 2020

Project initiation document enabling effective learning environments, undated, uploaded 7 February 2020

Application for recognition of prior learning redacted example, dated 29 January 2018

RPL admissions form, 2017/2018 template

RPL evidence checklist for transfer, dated 29 January 2018

Blank RPL mapping template, undated, uploaded 7 February 2020

Simulation placement timetable, undated, uploaded 7 February 2020

Stakeholder meeting notes non NHS dated 26 November 2019

Student programme plan version five, undated, uploaded 7 February 2020

Tech Organagram Feb 2020, undated, uploaded 7 February 2020

Technical Teams Activities, undated, uploaded 7 February 2020

Transition planner for BSc Nursing all cohorts, undated, uploaded 7 February 2020

LJMU OAR, undated, uploaded 10 February 2020

LJMU Part one PAD, undated uploaded 10 February 2020

LJMU Part two PAD, undated uploaded 10 February 2020

LJMU Part three PAD, undated uploaded 10 February 2020

LJMU Part three retrieval PAD, undated, uploaded 10 February 2020

LJMU Portfolio, undated uploaded 10 February 2020

Annexe A mapped to pre-registration nursing 2010 programme, undated, uploaded 11 February 2020

Sample interview scenarios for each programme field were included in the presentation by the programme team at the start of the approval visit, undated

Documentation provided following the approval visit to meet conditions:

RPL completed mapping template, uploaded 13 March 2020
RPL mapping document, uploaded 13 March 2020
Annexe A and B mapped to 2010 programme version two, uploaded 13 March 2020
2016 Competencies map, uploaded 13 March 2020
BSc (Hons) in nursing with registered nurse status (adult) programme specification, uploaded 26 March 2020
BSc (Hons) in nursing with registered nurse status (mental health) programme specification, uploaded 26 March 2020
BSc (Hons) in nursing with registered nurse status (child), uploaded 26 March 2020
Fact file BSc (Hons) adult nursing, uploaded 26 March 2020
Fact file BSc (Hons) mental health nursing, uploaded 26 March 2020
Fact file BSc (Hons) child nursing, uploaded 26 March 2020
BSc module document, uploaded 26 March 2020
Internal design and delivery overview template final, uploaded 6 April 2020
Record of student interview with personal tutor, uploaded 13 March 2020
Guide to supporting students with additional needs in practice settings uploaded 13 March 2016
Academic link role, uploaded 16 March 2020
BSc (Hons) programme plan version 12, uploaded 6 April 2020
Module progression planner, uploaded 6 April 2020
Overseas authorisation form and process K4C knowledge for change version 10, uploaded 6 April 2020
Practice supervisor confirmation form, uploaded 6 April 2020
Email 18 March 2020 from the programme manager confirming simulation used for practice learning hours complies with the NMC definition of simulation in the SPNP
BSc (Hons) programme plan version 11 with programme hours chart, uploaded 26 March 2020
BSc (Hons) module document, uploaded 26 March 2020
Email correspondence from the programme manager 16 March 2020
Overseas authorisation form and process: overseas placement form request for knowledge for change placement, uploaded 13 March 2020
Overseas authorisation form and process: overseas placement form request for placement overseas including go abroad placement, uploaded 13 March 2020
Practice supervisor confirmation form knowledge for change, uploaded 13 March 2020
OSCE exam 6103NRS module example, uploaded 13 March 2020

Additional comments:
The programme team also demonstrated how the PARE and InPlace electronic platforms are used to monitor student hours and allocate placements.

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	No
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: We met with students from the following groups: Three first year students, one adult student (0919) in the cohort LJMU plan to transfer to the new programme, and two children's nursing students (0319) who will remain on their current programme. One second year children's nursing student. Seven third year students: three mental health students and four adult nursing students.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation We met with eight PLP representatives. Six practice education facilitators, one professional lead and one head of nurse education.	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
System regulator reports reviewed for practice learning partners	Yes
System Regulator Reports List CQC reports were viewed for the following areas: Aintree University Hospital NHS Foundation Trust, 26 September 2019 Advinia Care Homes Limited, Arncliffe Court Care Home, 29 November 2019 Wirral University Teaching Hospital NHS Foundation Trust, Arrowe Park Hospital, 22 May 2019 Blackpool Teaching Hospitals NHS Foundation Trust, 17 October 2019 Daleside Nursing Home Limited CQC Report, 30 May 2019 Lotus Care (Finch Manor) Limited, Finch Manor Nursing Home, 21 October 2019	

North West Boroughs Healthcare NHS Foundation Trust, 10 October 2018
St Helens and Knowsley Teaching Hospitals NHS Trust, 20 March 2019
Warrington and Halton Hospitals NHS Foundation Trust, 24 July 2019
Wirral University Teaching Hospital NHS Foundation Trust, 13 July 2018

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

LJMU is an established AEI and there was no requirement to visit practice areas or facilities during the approval visit.

Additional comments:

Issue record			
Final Report			
Author	Jill Foley Jennifer Dye	Date	19 February 2020
Checked by	Pamela Page	Date	9 April 2020
Submitted by	Amy Young	Date	23 April 2020
Approved by	Leeann Greer	Date	27 April 2020