

## Programme Major Modification report

### Section one

<b>Programme provider name:</b>	Liverpool John Moores University	
<b>Programme reviewed:</b> <i>This is the NMC programme title(s)</i>	Pre-registration nursing associate	<input checked="" type="checkbox"/>
	Nursing associate apprenticeship	<input checked="" type="checkbox"/>
<b>AEI programme title(s):</b>		
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	Foundation Degree Science in Apprenticeship Nursing Associate	
<b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A	
<b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i>	Foundation Degree Science Nursing Associate	
<b>Academic level of current programme:</b>		
Pre-registration nursing associate	England	<input type="checkbox"/> Level 5
		<input checked="" type="checkbox"/> N/A
Nursing associate apprenticeship	England	<input checked="" type="checkbox"/> Level 5
		<input type="checkbox"/> N/A
<b>Academic levels of modified/additional programme(s)/route(s):</b>		

Pre-registration nursing associate	England <input checked="" type="checkbox"/> Level 5  <input type="checkbox"/> N/A		
Nursing associate apprenticeship	England <input checked="" type="checkbox"/> Level 5  <input type="checkbox"/> N/A		
<b>Programme approval dates:</b>			
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	26 September 2019		
<b>Date(s) of NMC approval of any modifications since last approval:</b>	N/A		
<b>Programme start dates:</b>			
<b>Current modification programme start date:</b>  Pre-registration nursing associate Nursing associate apprenticeship	<table border="1"> <tr> <td>16 September 2024</td> </tr> <tr> <td>16 September 2024</td> </tr> </table>	16 September 2024	16 September 2024
16 September 2024			
16 September 2024			
<b>Date of modification:</b>	10 January 2024		
<b>Type of modification:</b>	Visit		
<b>QA visitor(s):</b>	Registrant Visitor: David Clarke		

## Section two

### Summary of review and findings

Liverpool John Moores University (LJMU) is an approved education institution (AEI). The school of nursing and allied health (the school) provide programme documentation for a major modification to the approved full-time two-year foundation degree science (FdSc) in apprenticeship nursing associate (NA). The NA programme was approved by the Nursing and Midwifery Council (NMC) on 26 September 2019. The programme is delivered at the LJMU city campus.

The modification is to approve a two year full-time direct entry FdSc in NA. The FdSc comprises six 20 credit modules in each year. Students are supernumerary for practice learning with a variety of practice learning experiences allocated. The direct entry route adopts the approved NA practice assessment document (NAPAD). Practice placements for the proposed route are taken in full-time practice learning blocks balanced with theoretical learning throughout the two-year programme. This includes 200 hours of simulated practice learning, with practice assessors and practice supervisors supporting this. Practice learning partners (PLPs) confirm their support for the proposed direct entry route as the route adds further opportunity to support widening participation for those wanting to become registered NAs. The first intake is planned for 30 students and senior managers in LJMU and PLPs confirm that resources are in place to support this.

LJMU also request modification of the existing apprenticeship route, now in the fifth year of programme delivery. The route is positively evaluated by employer partners (EPs) and students. Changes are made in response to their feedback. The modification includes amendments to module structure, module titles, learning outcomes and assessments. All modules are shared with the proposed direct entry route. The modified assessment strategy for the apprenticeship route increases the range of assessment types. Assessments are delivered at key points of the programme to ensure student workload is evenly distributed. EPs and practice learning arrangements for the apprenticeship route are unchanged through this modification. There's no simulated practice learning included in this route. There are no new EPs proposed as part of this modification.

LJMU have systems in place to monitor the equality, diversity and inclusion (EDI) of their students, including attainment by ethnicity. LJMU have an EDI policy and priorities action plan in place. The programme team are aware of the EDI monitoring within the programme and are engaging with LJMU resources regarding decolonisation of the curriculum.

LJMU confirm any issues arising from Care Quality Commission (CQC) quality reviews or inspections which impact on the practice learning environment are managed through a systematic partnership process with PLPs. There are no

action plans currently in place as these aren't required following any recent CQC activity. All CQC and other relevant reports are risk assessed by the practice learning team.

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

The programme is recommended for approval subject to one NMC condition and one university condition being met. There's one NMC recommendation made and one area for ongoing monitoring.

The modification visit is undertaken face to face.

Updated 9 February 2024:

LMJU provides evidence that demonstrates the NMC condition is met. The university condition is met and confirmed by the chair of the conjoint approval panel.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p>

	<p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition one: The programme team must supply mapping to show how the module outcomes and content enables students to develop numeracy, literacy, digital and technological literacy and to meet the Standards of proficiency for NAs (SPNA) and programme learning outcomes. (Standards for pre-registration NA programmes (SPNAP) R1.6, R2.3, R2.5, R4.5)</p> <p>Condition two: Amend the documents as per annex A. (University condition)</p>
<b>Date condition(s) to be met:</b>	10 February 2024
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: Evaluate the effectiveness of the new model for involving people who use services and carers (PUSCs) in the delivery of the programme. (SFNME R1.12)
<b>Focused areas for future monitoring:</b>	Implementation of the 200 hours simulated practice learning within the direct entry route.

<b>Programme is recommended for approval subject to specific conditions being met</b>
<p><b>Commentary post review of evidence against conditions</b></p> <p>LJMU supply mapping that shows how the module outcomes and content meets the SPNA and programme learning outcomes. The development of literacy, digital capabilities and numeracy is mapped through the programme. Condition one is met.</p> <p>The university condition is met and confirmed by the chair of the conjoint approval panel. Condition two is met.</p>

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	9 February 2024

### Section three

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

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)</p> <p><b>Standard 1: The learning culture:</b>  R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders  R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p>

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

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

Documentary analysis and findings from the modification visit provide evidence of shared responsibility for theory and practice learning, supervision and assessment with EPs and PLPs. Partnership working is robust and effective at strategic and



operational levels for the delivery of the NA programme. Lines of communication and accountability for the quality assurance, development, delivery and evaluation of the NA programme are established. Partnership meetings and practice education facilitator meetings are held regularly throughout each year to review and provide feedback on student practice learning experiences. PLPs confirm they've been actively involved in developing the new direct entry NA route. EPs confirm they've been actively engaged in reviewing the current NA apprenticeship and the associated changes.

There's a PUSC strategy which identifies the principles and practice for implementation. At the visit representatives from PUSC organisations are enthusiastic and tell us of their involvement with the NA programme and other programmes across the school. Recruitment to the programme includes PUSC representation. Following a period of consultation and research with PUSCs and key stakeholders, LJMU are introducing a new model of PUSC engagement in programme delivery. The model ensures that a programme of nine days teaching involving PUSC's is delivered across the NA programme. The model aims to provide all LJMU nursing programmes with a consistent approach to PUSC teaching. It's recommended that LJMU evaluate the implementation of the new model to ensure that PUSCs are supported in their involvement with teaching delivery and that this continues to meet the needs of students. (Recommendation one)

Students tell us they've been involved in several consultative engagement events and conversations relating to the modification of the NA apprenticeship and the new direct entry route. There's evidence they're listened to in curriculum consultations. Students confirm partnership working with the school is effective and they're supported in their learning. They tell us a range of practice and interdisciplinary learning opportunities are available to support learning and that protected learning time in the apprenticeship route is fulfilled. If difficulty in maintaining protected learning time is identified, students and PLPs/EPs tell us that tripartite meetings between the student, LJMU and PLP/EP representatives are an effective mechanism in managing this.

The programme team and PLPs confirm organisation of placements for the direct entry route are negotiated by the placement learning support unit and the relevant PLP. PLP senior managers tell us there's capacity for the planned number of students in the direct entry route.

LJMU assure us of robust mechanisms for monitoring and evaluating quality and adherence to NMC standards. Students tell us about providing feedback through the programme committee structure, practice learning evaluations and module evaluations. Their feedback informs ongoing quality assurance processes. Students tell us they're listened to by the programme team if they raise any issues. EPs and PLPs are involved in programme delivery and development.

The EPs tell us of their involvement in the assessment of practice. LJMU confirm they assume overall responsibility for this process which involves review from the programme external examiner. We find a wide range of student support mechanisms in place at LJMU, these include academic, financial and wellbeing support.

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

MET  NOT MET

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

MET  NOT MET

#### Post Event Review

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

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

MET  NOT MET

N/A

### Student journey through the programme

#### Standard 1: Selection, admission and progression

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

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

R1.1.1 meet the entry criteria for the programme as set out by the AEI and are suitable for nursing associate practice

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

- R1.1.7 have capability for digital and technological literacy to meet programme outcomes
- R1.2 ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks.
- R1.3 ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and ensure that any declarations are dealt with promptly, fairly and lawfully.
- R1.4 ensure that the registered nurse or registered nursing associate responsible for directing the educational programme or their designated registered nurse substitute or designated registered nursing associate substitute, are able to provide supporting declarations of health and character for students who have completed a pre-registration nursing associate programme.
- R1.5 permit recognition of prior learning that is capable of being mapped to the *Standards of proficiency for nursing associates* and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice, and
- R1.6 provide support where required to students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and literacy to meet programme outcomes.

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

### Findings against the standard and requirements

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

- There is evidence of selection processes, including statements on digital literacy, literacy, numeracy, values-based selection criteria and capability to learn behaviour according to the Code, educational entry standard required, and progression and assessment strategy, English language proficiency criteria is specified in recruitment processes. People who use services and practitioners are involved in selection processes. (R1.1.1 – R1.1.7)

YES  NO

- Ensure students' health and character allows for safe and effective practice on entering the programme, throughout the programme and when submitting the supporting declaration of health and good character in line

with the NMC's health and character decision-making guidance. This includes satisfactory occupational health assessment and criminal record checks. (R1.2)

YES  NO

- Ensure students are fully informed of the requirement to declare immediately any police charges, cautions, convictions or conditional discharges, or determinations that their fitness to practise is impaired made by other regulators, professional bodies and educational establishments and that any declarations are dealt with promptly, fairly and lawfully. Fitness for practice processes are evidenced and information given to applicants and students are detailed. (R1.3)

YES  NO

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

YES  NO

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

- There is evidence of recognition of prior learning processes that are capable of being mapped to the Standards of proficiency for nursing associates and programme outcomes, up to a maximum of 50 percent of the programme. This maximum limit of 50 percent does not apply to applicants to pre-registration nursing associate programmes who are currently a NMC registered nurse without restrictions on their practice. (R1.5)

MET  NOT MET

R1.5 is met. Unchanged through this modification.

- Numeracy, literacy, digital and technological literacy are 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)/PAD linked to competence outcomes in literacy, digital and technological literacy to meet programme outcomes. (R1.6)

MET  NOT MET

R1.6 is not met. We find numeracy, literacy, digital and technological literacy is visible in the programme modules. However, this isn't clearly mapped to show how students continuously develop abilities in numeracy, literacy, digital and literacy to meet programme learning outcomes. Students confirm they're supported in

developing numeracy, literacy, digital and technology enhanced skills. (Condition one)

The NAPAD and ongoing achievement record (OAR) are unchanged through this modification.

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

YES  NO

### Outcome

**Is the standard met?**

MET

NOT MET

Literacy, digital and technological literacy isn't clearly mapped to show how students continuously develop their abilities to meet programme learning outcomes.

Condition one: The programme team must supply mapping to show how the module outcomes and content enables students to develop numeracy, literacy, digital and technological literacy and to meet the SPNA and programme learning outcomes. (SPNAP R1.6, R2.3, R2.5, R4.5)

**Date:** 10 January 2024

### Post event review

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

LJMU present documentation which demonstrates mapping of numeracy, literacy, digital and technological literacy.

Evidence:

NA mapping of proficiencies, literacy, digital capabilities and numeracy to modules, undated

**Date condition(s) met:** 9 February 2024

**Revised outcome after condition(s) met:**

MET

NOT 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 an appropriate breadth of experience for a non-field specific nursing associate programme, across the lifespan and in a variety of settings
- R2.5 set out the general and professional content necessary to meet the *Standards of proficiency for nursing associates* and programme outcomes
- R2.6 ensure that the programme hours and programme length are:
- 2.6.1 sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*,
- 2.6.2 no less than 50 percent of the minimum programme hours required of nursing degree programmes
- 2.6.3 consonant with the award of a foundation degree (typically 2 years)
- R2.7 ensure the curriculum provides an equal balance of 50 percent theory and 50 percent practice learning using a range of learning and teaching strategies
- R2.8 ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and
- R2.9 ensure nursing associate programmes which form part of an integrated programme meet the nursing associate requirements and nursing associate proficiencies.

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

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

### Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* (R2.1)  
YES  NO
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)  
YES  NO
- Mapping has been undertaken to show how the programme learning outcomes meet the *Standards of proficiency for nursing associates*. (R2.3)  
YES  NO

R2.3 is not met. There's no evidence of mapping to demonstrate that programme learning outcomes continue to meet the SPNA. (Condition one)

**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 a non-field specific nursing associate programme, across the lifespan and in a variety of settings. (R2.4)

**MET**  **NOT MET**

R2.4 is met. A non-field specific programme is presented across theory and practice learning. The revised module content continues to reflect mental, physical, behavioural and cognitive health conditions across the lifespan. This is confirmed by students who have access for example, to mental health, children and end-of-life care.

The practice learning arrangements for the apprenticeship route are unchanged in this modification with students continuing to experience a hub model. A checklist is in place to ensure all students have practice learning experiences in a variety of settings across the lifespan. Students tell us they've theory and practice learning experiences across the lifespan and in a variety of settings.

The direct entry route students experience a range of placements across the life span and across different fields of nursing.

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

- There is evidence that mapping has been undertaken to show how the programme outcomes, module outcomes and content meets the *Standards of proficiency for nursing associates* and programme outcomes. (R2.5)

**YES**  **NO**

R2.5 is not met. There's no evidence that mapping has been undertaken to show how the module outcomes and content meet the SPNA and programme learning outcomes. (Condition one)

**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:
  - the programme meets NMC requirements on programme hours and programme length;
  - programmed learning is sufficient to allow the students to be able to meet the *Standards of proficiency for nursing associates*. (R2.6)

**MET**  **NOT MET**

R2.6 is met. Theory and practice learning are sufficient to allow students to be able to meet the SPNA and meet the NMC requirements for programme hours and programme length. Documentary evidence demonstrates that both direct entry and apprenticeship routes are delivered over two years and meet the requirement for 2300 hours of learning. There are six modules each year including one practice module which spans the whole year.

- The programme structure demonstrates an equal balance of 50 percent theory and 50 percent practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory/practice balance detailed at each part of the programme and at the 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. (R2.7)

**MET**

**NOT MET**

R2.7 is met. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors. There's a clear theory and practice learning plan for each route which details the required hours. Theory and practice balance is detailed at each part of the programme with an equal balance of 50 percent theory and 50 percent practice learning. There are appropriate module aims, descriptors and outcomes specified. Programme documentation details a variety of teaching and learning strategies including blended learning, seminars, simulation and lectures.

There's a practice experience allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours. The placement support unit monitors practice learning and allocates placements for the direct entry students and spoke experiences for the apprenticeship students.

Students on the apprenticeship route continue to be based in their area of employment which provides a hub work-based practice learning environment with protected learning hours. They undertake alternative spoke experiences which are supernumerary.

Students undertaking the direct entry route are supernumerary for all placements and are allocated placement learning blocks by LJMU. The academic assessor ensures the student meets all the placement requirements which are recorded in the NAPAD.



- There is evidence to ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. (R2.8)

MET  NOT MET

R2.8 is met. The programme uses a wide variety of teaching and learning methods including simulation-based and technology enhanced learning which forms part of LJMU's digital ecosystem. The programme team tell us of the availability of technology enhanced learning and assessment strategies and their engagement in a university project examining the use of artificial intelligence within LJMU. We're assured there are effective technology enhancements and simulation-based learning opportunities available to support learning and assessment in the programme.

Students on the direct entry route experience a variety of practice learning experiences, including 200 hours of simulated practice learning. There's an effective plan in place to deliver the simulated practice learning hours. This includes appropriate resources to support simulation and ensures that hours are proportionate within the total practice learning hours throughout the programme.

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

- There is evidence that programmes leading to nursing associate registration and registration in another profession, will be of suitable length and nursing associate proficiencies and outcomes will be achieved in a nursing associate context. (R2.9)

YES  NO  N/A

The programme doesn't lead to NA registration and registration in another profession.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met

YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

There's no mapping to show how the module outcomes and content meets the SPNA and programme learning outcomes. (Condition one)

Condition one: The programme team must supply mapping to show how the module outcomes and content enables students to develop numeracy, literacy, digital and technological literacy and to meet the SPNA and programme learning outcomes. (SPNAP R1.6, R2.3, R2.5, R4.5)

**Date:** 10 January 2024

**Post event review**

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

The programme team supply mapping that demonstrates how the module outcomes and content meet the SPNA and programme learning outcomes.

Evidence:

NA mapping of proficiencies, literacy, digital capabilities and numeracy to modules, undated

NA annex B mapping, undated

**Date condition(s) met:** 9 February 2024

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

**Standard 3: Practice learning**

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

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings

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

R3.3 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities, and

R3.4 ensure that nursing associate students have protected learning time in line with one of these two options:

R3.4.1 Option A: nursing associate students are supernumerary when they are learning in practice

R3.4.2 Option B: nursing associate students, via work-placed learning routes:

R3.4.2.1 are released for a minimum of 20 percent of the programme for academic study

R3.4.2.2 are released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and

R3.4.2.3 for the remainder of the required programme hours, protected learning time must be assured.

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

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

### Findings against the standard and requirements

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

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for nursing associates* to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. (R3.1)

**MET**  **NOT MET**

R3.1 is met. Documentary evidence and meetings at the visit confirm that practice learning opportunities are in place to allow students to develop and meet the SPNA. Students tell us they deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings. The programme team and senior PLPs tell us there are sufficient placements for direct entry students to deliver safe and effective care across the lifespan. This is supplemented by the inclusion of simulated practice hours which simulate a variety of clinical environments, age ranges and diverse people. The placement learning support unit and academic assessors monitor practice learning.

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

**MET**  **NOT MET**

R3.2 is met. Documentary evidence and the modification process confirm students on both routes have sufficient variety of practice learning experiences to meet the holistic needs of people of all ages.

Students confirm they evaluate their practice learning experiences and their feedback is valued. Documentary evidence demonstrates action planning processes are in place to monitor and follow up student practice learning evaluation.

- 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. (R3.3)

**MET**  **NOT MET**

R3.3 is met. Unchanged through this modification.

- Evidence that nursing associate students have protected learning time through one of the two options (A or B). There must be clarity of evidence to support the single option selected.

Processes are in place to ensure that protected learning time will be monitored in accordance with the selected option.

Evidence that students will be released for a minimum of 20 percent of the programme for academic study.

Evidence that students will be released for a minimum of 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role.

Evidence that information is provided to students and practice learning partners on protected learning time/supernumerary status and the selected single option. (R3.4)

**MET**  **NOT MET**

R3.4 is met. Documentary evidence confirms option B continues for the apprenticeship route. This is unchanged from the original approval. PLPs/EPs and students tell us that protected learning time is in place. This is monitored through tri-partite meetings and effective action is taken if this isn't being met.

Documentary evidence states the direct entry route will utilise option A with students being supernumerary. PLPs confirm that supernumerary placements are agreed for these students. Supernumerary status is monitored by academic assessors and PLPs. LJMU meets PLPs regularly to review practice learning. Information on supernumerary status is available in the NAPAD for students, practice supervisors and practice assessors.

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

**YES**  **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

**YES**  **NO**

**Outcome**

**Is the standard met?**

**MET**  **NOT MET**

<b>Date:</b> 10 January 2024	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
N/A	

<b>Standard 4: Supervision and assessment</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.3 ensure they inform the NMC of the name of the registered nurse or registered nursing associate responsible for directing the education programme</p> <p>R4.4 provide students with constructive feedback throughout the programme to support their development</p> <p>R4.5 ensure throughout the programme that students meet the <i>Standards of proficiency for nursing associates</i></p> <p>R4.6 ensure that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent</p> <p>R4.7 assess students to confirm proficiency in preparation for professional practice as a nursing associate</p> <p>R4.8 ensure that there is equal weighting in the assessment of theory and practice, and</p> <p>R4.9 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in <i>Standards of proficiency for nursing associates</i>.</p> <p><i>Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9</i></p> <p><i>Standards for student supervision and assessment</i></p>

### Findings against the standards and requirements

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

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

**MET**  **NOT MET**

R4.1 is met. Unchanged through this modification.

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

**MET**  **NOT MET**

R4.2 is met. Documentary evidence and discussions at the visit demonstrate that practice assessors, practice supervisors and academic assessors are in place to support the programme. Documentation and discussions at the visit confirm that the SSSA is effectively managed and implemented in practice learning environments.

There are training resources for new practice assessors and practice supervisors. There's a regional approach to supervision of students to ensure consistent oversight of practice supervision and outlines the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. EPs and PLPs are informed of support, supervision and assessment needs of NA students. LJMU confirm that governance processes for maintaining appropriate records of practice supervisors and practice assessors is being established.

Practice supervisors and practice assessors at the visit confirm understanding of their role and responsibilities. LJMU has a staff development policy which supports the continued professional development of academic staff including for the academic assessor role and where appropriate practice assessor for simulated placement hours.

Documentation and discussions at the visit confirm that the NAPAD assessment guidance and practice learning handbook for practice assessors, practice supervisors and for academic assessors set out clear processes. Practice assessors, students and academic assessors work together to ensure the SPNA are met. Assessments are monitored internally at LJMU and standards monitored through the external examiner.

The direct entry route includes 200 hours of simulated practice learning at the university. LJMU staff, who've been prepared as practice assessors and practice supervisors supervise and assess students during these hours. We hear that these staff are specifically employed in the simulation team and have recent clinical experience as practice assessors and practice supervisors. LJMU confirm there are mechanisms in place to update simulation staff acting as practice supervisors and practice assessors. They utilise regional resources to support this. There's monitoring in place to ensure LJMU staff can't act as practice supervisors or practice assessors at the same time as being the students' academic assessor.

**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 or registered nursing associate responsible for directing the education programme. (R4.3)

YES  NO

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

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

MET  NOT MET

R4.4 is met. A variety of assessments continue to be used within the programme routes including examinations, essays, drug calculation tests, reflections from practice and assessment of clinical skills and values and behaviours in the NAPAD. Assessments within the existing apprenticeship route are reviewed as part of the direct entry route development and modifications are made to ensure an increased range of assessment types are used that enable students to be successful. The formative and summative assessment strategy is detailed and includes a variety of formative feedback opportunities.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for nursing associates*. (R4.5)

MET  NOT MET

R4.5 is not met. There's a practice allocation strategy to ensure students have a range of placement opportunities to meet the SPNA. The programme continues to use the approved NAPAD. There's no mapping documentation presented to demonstrate mapping of the curriculum to the SPNA. (Condition one)

**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 associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)

YES  NO

- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nursing associate. (R4.7)

YES  NO

There is an assessment strategy with details of the weighting for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks. (R4.8)

YES  NO

- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for nursing associates*. (R4.9)

YES  NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) are met

YES  NO

### Outcome

**Is the standard met?**

MET  NOT MET

There's no curriculum mapping document presented to demonstrate that students meet the SPNA throughout the programme.

Condition one: The programme team must supply mapping to show how the module outcomes and content enables students to develop numeracy, literacy, digital and technological literacy and to meet the SPNA and programme learning outcomes. (SPNAP R1.6, R2.3, R2.5, R4.5)

**Date:** 10 January 2024

### Post event review

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



The programme team provide curriculum mapping documentation that shows how the module outcomes and content enables students to meet the SPNA throughout the programme.

**Evidence:**

NA mapping of proficiencies, literacy, digital capabilities and numeracy to modules, undated

NA annex B mapping, undated

**Date condition(s) met:** 9 February 2024

**Revised outcome after condition(s) met:** MET  NOT 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 nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England), which is typically two years in length, and

R5.2 notify students during the programme that they have five years in which 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 is specified in our standards in order to register their award.

*Standards framework for nursing and midwifery education specifically R2.12, R2.21*

**Findings against the standards and requirements**

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

- The minimum award for a nursing associate programme is a Foundation Degree of the Regulated Qualifications Framework (England) (R5.1)  
YES  NO
- Evidence that students are notified during the programme that they have five years in which 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 is specified in our standards in order to register their award. (R5.2)  
YES  NO

**Fall Back Award**

If there is a fall back exit award with registration as a nursing associate all NMC standards and proficiencies are met within the award

YES  NO  N/A

There's no fall back exit award with registration as a NA.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

Date: 10 January 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme documentation includes collaboration and communication arrangements with HE/FE partner if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation includes HE/FE college information for students, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme. (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing associate programmes</i> (NMC 2018, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse or nursing associate responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: These routes don't include collaboration with a higher education (HE) or further education (FE) partner.		
List additional documentation: Post visit evidence to meet conditions: NA mapping of proficiencies, literacy, digital capabilities and numeracy to modules, undated NA annex B mapping, undated		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE/FE college senior managers, if relevant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: NA apprenticeship route: Two x year one students Five x year two students		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no to any of the above, please provide the reason and mitigation HE/FE college senior managers aren't included as there's no FE partner.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning / virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>System regulator reports list:</p> <p>Liverpool University Hospitals NHS Foundation Trust, University Hospital Aintree, CQC inspection report, 20 January 2023</p> <p>Wirral University Teaching Hospital NHS Foundation Trust, Arrowe Park Hospital, CQC inspection report, 10 August 2023</p> <p>Avondale Mental Healthcare Centre, CQC inspection report, 19 January 2022</p> <p>Cheshire and Wirral Partnership NHS Foundation Trust, CQC inspection report, 18 June 2020</p> <p>Countess of Chester Hospital NHS Foundation Trust, CQC inspection report, 30 September 2022</p> <p>Lancashire Care NHS Foundation Trust, CQC inspection report, 11 September 2019</p> <p>Liverpool University Hospitals NHS Foundation Trust, CQC inspection report, 26 October 2021</p> <p>Mersey Care NHS Foundation Trust, CQC inspection report, 14 April 2023</p> <p>Safe Harbour Dementia Care Home, CQC inspection report, 13 January 2020</p> <p>Tameside and Glossop Integrated Care NHS Foundation Trust, CQC inspection report, 4 July 2019</p> <p>Warrington and Halton Hospitals NHS Foundation Trust, CQC inspection report, 24 July 2019</p> <p>Wirral University Teaching Hospital NHS Foundation Trust, CQC inspection report, 10 August 2023</p>		
<p>If you stated no to any of the above, please provide the reason and mitigation: A tour of facilities/areas isn't required for this modification visit as LJMU are an established AEI.</p>		
<p>Additional comments: None identified.</p>		

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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

**Issue record**

**Final Report**

Author(s):	David Clarke	Date:	10 January 2024
Checked by:	Patricia Hibberd	Date:	28 January 2024
Submitted by:	Leeann Greer	Date:	28 February 2024
Approved by:	Natasha Thompson	Date:	4 March 2024