

Programme Audit/Major Modification report

<p>Programme provider:</p>	<p>Liverpool John Moores University</p>
<p>In partnership with: (Associated practice placement providers involved in the delivery of the programme)</p>	<p>Aintree University Hospital NHS Foundation Trust Brain Injury Rehabilitation Trust Bridgewater Community Healthcare NHS Foundation Trust Cheshire and Wirral partnership NHS Foundation Trust Countess of Chester Hospital NHS Foundation Trust East Cheshire NHS Trust Liverpool Heart and Chest Hospital Mersey Care NHS Trust Liverpool Women's NHS Foundation Trust Mersey Care NHS Trust Mid Cheshire Hospitals NHS Foundation Trust NHS Blood and Transplant Services NHS Western Cheshire North West Ambulance Service NHS Trust North West Boroughs Healthcare NHS Foundation Trust North West Community Services Royal Liverpool and Broadgreen University Hospitals NHS Trust Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust The Clatterbridge Cancer Centre NHS Foundation Trust The Walton Centre NHS Foundation Trust Warrington and Halton Hospitals NHS Foundation Trust Wirral Community NHS Foundation Trust Wirral University Teaching Hospital NHS</p>

	Foundation Trust Private, voluntary and independent sector
Date of review:	09 Aug 2019
Type of Modification	Desktop
Provision reviewed:	Return to Practice Nursing
Title of current programme:	Return to Practice Nursing
Title of modified programme if changed:	
Academic level of current programme:	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Academic level of modified programme if changed:	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Reviewer:	Jill Foley

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval with conditions
Conditions and NMC standard(s)/requirement(s) they relate to:	<p>Resources</p> <p>None identified</p> <p>Admission and progression</p> <p>None identified</p> <p>Practice learning</p> <p>Condition one: Review the programme documentation to remove errors and references to the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008), mentor and sign-off mentor roles, and ensure consistency with regard to roles and responsibilities of practice supervisors, academic assessors and practice assessors. (Standards for student supervision and assessment (SSSA) R3.3, R6.3 and R7.3)</p> <p>Condition two: The programme team must include a section in the practice assessment record (PAR) for practice supervisors to record relevant observations on the conduct, proficiency and achievement of the student they are supervising. (SSSA R4.1)</p> <p>Fitness for practice</p> <p>None identified</p> <p>Quality assurance</p> <p>None identified</p>
Date conditions to be met:	30 Aug 2019
Recommendations and NMC	Recommendation one: Develop opportunities to introduce and use registered health and social care

<p>standard(s)/requirement(s) they relate to:</p> <p>Note: recommendations will be assessed through the AEI annual self-assessment report</p>	<p>professionals as practice supervisors for students. (SSSA R2.7)</p>
<p>Date conditions met:</p>	<p>19 Aug 2019</p>
<p>Programme start date:</p>	<p>24 Oct 2019</p>

Summary

Summary of modification request

Liverpool John Moores University (LJMU), an established approved education institution (AEI) presented a major modification to the approved return to practice (RTP) nursing programme to transfer from the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). The programme was approved 30 September 2011. A change to the module credit rating was approved through a major modification in 2016 in response to changes in university requirements.

LJMU works closely with other local AEIs and practice placement providers (PLPs) across the Cheshire and Merseyside region. There is agreement across partnership organisations to introduce the new model of supervision and assessment in September 2019. This is to promote continuity and a consistent approach for supporting students in practice from different AEIs.

Documentary evidence and discussion with the programme team confirms effective partnership working to support the proposed modification. LJMU is part of the north west practice education group (NWPEG) and the Cheshire and Merseyside consortium curriculum development and validation group. These partnership groups include representatives from AEIs and PLPs in the region. Their work involves a range of activities to support and enhance student learning environments and agree the standardisation of policies and procedures across AEIs and PLPs. Resources to support implementation of the SSSA have been created through this partnership working. These include a strategic implementation plan to standardise the approach used across the partnership, educational resources for identifying and preparing staff for the practice supervisor and practice assessor roles, and resources to prepare practice learning environments.

A robust process has been illustrated through the documentary review and discussion with the programme team to plan the transfer of students to the SSSA. The programme team report students will receive detailed information regarding the SSSA and how they are applied to the RTP programme during their programme induction. All new RTP students from September 2019 onwards will be supported and assessed using the SSSA. It is anticipated there will be no current or interrupted RTP students by September 2019. If this situation changes those students will remain on the SLAiP (NMC, 2008). Placement start dates for each cohort have been considered as part of the planning process.

The modification is recommended for approval subject to two conditions. One recommendation is made.

19 August 2019

The programme team have reviewed and amended the programme documentation. The conditions are now met.

Feedback from key stakeholders

Presenting Team

Not applicable as a desktop review. QA visitor had a video-conference with the programme team on 9 August 2019.

Mentors, sign-off mentors, practice teachers and employers

Not applicable as a desktop review

Students

Not applicable as a desktop review

Service users and carers

Not applicable as a desktop review

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

The RTP practice assessment record does not include a section for practice supervisors to record relevant observations on the conduct, proficiency and achievement of students they are supervising. (Condition two)

Condition two: The programme team must include a section in the PAR for practice supervisors to record relevant observations on the conduct, proficiency and

achievement of the students they are supervising. (SSSA R4.1)

Potential risks to the student learning environment and standards they relate to

There are references to SLAiP (NMC, 2008) and mentorship roles in the programme documentation. (Condition one)

Condition one: Review the programme documentation to remove errors and references to the SLAiP (NMC, 2008), mentor and sign-off mentor roles, and ensure consistency with regard to roles and responsibilities of practice supervisors, academic assessors and practice assessors. (SSSA R3.3, R6.3 and R7.3)

The programme team report that initially students will be allocated NMC registered nurse supervisors only. They are working with their PLPs to introduce the use of registered health and social care professionals as supervisors for students in the future.

Recommendation one: Develop opportunities to introduce and use registered health and social care professionals as practice supervisors for students. (SSSA R2.7)

Any other risks to public protection

None identified

Areas for future monitoring

- The implementation of the SSSA

Outcome recommendation

The modification is recommended to the NMC for approval subject to two conditions. One recommendation is made.

NMC Standards

Please refer to [Standards relating to return to practice courses](#) (NMC,2016) and [Revalidation](#) (NMC 2016), which must be read in conjunction with The Code: Professional standards of practice and behaviour for nurses and midwives, NMC, 2015 and Section one of the Mott MacDonald [QA Handbook](#).

Returning to practice

Programme specific standard: Admission

What we found:

Unchanged since original approval on 30 September 2011.

Outcome:	Standard met
-----------------	--------------

Date standards met:	
----------------------------	--

Revised outcome:	
-------------------------	--

Return to practice / revalidation and The Code: Professional standards of practice and behaviour for nurses and midwives, NMC, 2015

Return to practice outcomes must include:

1. an understanding of the influence of health and social care policy relevant to the practice of nursing and midwifery.
2. an understanding of the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing and midwifery.
3. an understanding of the current structure and organisation of care, nationally and locally.

4. an understanding of current issues in nursing and midwifery education and practice.
5. the use of relevant research and literature to inform the practice of nursing and midwifery.
6. the ability to be able to identify and assess need, design and implement interventions and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care.
7. the ability to use appropriate communications, teaching and learning skills.
8. the ability to function effectively in a team and participate in a multi-professional approach to people's care.
9. the ability to identify strengths and weaknesses, acknowledge limitations of competence, and recognise the importance of maintaining and developing professional competence.

What we found:

Documentary evidence and discussion with the programme team confirms practice assessors, academic assessors, and practice supervisors will be prepared for and supported in their role. NWPEG has an implementation plan which identifies preparation requirements for each role across associated AEs and PLPs, and the requirements for academic assessor preparation within LJMU. Resources identified to support role preparation are comprehensive. They include online learning material, workshops, flyers, and self-assessment. The programme team are providing face to face workshops for PLPs which also includes the independent sector. A further six workshops are scheduled prior to the first cohort's allocated practice placements in October 2019. PLPs determine how they deliver the preparatory material within their organisation. This may be on line or face to face.

The programme team confirm workshops run by PLP practice educators are ongoing in partnership organisations. Regular meetings are held with identified education leads from each practice learning setting. LJMU link tutors join these meetings to facilitate support and partnership working. Resources to support supervisors and assessors are being included in an online practice assessment record and evaluation (PARE) website with open access. This website is under development and resources added as they become available. The programme team report role preparation includes sessions focusing on making reasonable adjustments for individual student learning needs and action planning. They confirm academic assessors are prepared for their role. Practice assessors will initially be NMC nurse registrants who have previously been practice mentors or sign-off mentors. Plans are in place to prepare future practice assessors.

A document is provided to illustrate transition to the new supervision and

assessment roles. Practice assessors, academic assessors and practice supervisors must confirm they meet requirements prior to being allocated a student. The programme team discussed feedback they received from practice mentors and PLPs which was taken into account for implementing the SSSA.

Practice and academic staff supporting and assessing students are required to complete a self-declaration document confirming they meet relevant role requirements. The manager or nominated person within each placement learning environment identifies and verifies the suitability of each named practice supervisor and practice assessor in their area.

The module leader has current registration with the NMC on part one of the register. Students will have one practice assessor with appropriate equivalent experience for the student's field of practice. The practice assessor will be based in the student's allocated practice learning environment. Practice assessors and academic assessors are expected to raise and respond to concerns regarding student conduct, competence and achievement as needed. Understanding of role expectations is included in the self-declaration documentation completed by practice assessors and academic assessors.

The programme team report students will receive detailed information regarding the SSSA during their programme induction and how these are applied to the programme.

Documentary analysis indicates practice assessors' responsibilities are unclear in student facing documentation and reference is made to students having access to their practice assessor 40 percent of their time. There is inappropriate reference to SLAiP (NMC, 2008) roles in RTP PARs and the PAR documentation does not include identification of the practice assessor, academic assessor and practice supervisors. The programme team must amend documentation to include identification of practice assessor, academic assessor and practice supervisor. (Condition one).

Reference is made to practice supervisors in RTP student facing documentation however the PAR does not include a section identifying the student's practice supervisors and provide the opportunity to give written feedback to practice assessors. Programme documentation must be amended. (Condition two)

There is a statement in the RTP programme handbook that the programme leader will act as academic assessor. The programme team confirm the academic assessor will liaise with the student's practice assessor to confirm student achievement and progression. The academic assessor is required to self-declare meeting the SSSA

requirements for the role. The programme team confirm practice assessors will not simultaneously be the practice supervisor and practice assessor for the same student.

The programme team report practice supervisors will initially be registrant nurses. They are working towards other health and social care registered professionals becoming practice supervisors. Issues such as capacity to take on the role in addition to supporting their own discipline students are being explored. (Recommendation one).

The programme team discussed processes to ensure appropriate allocation of students to practice learning environments. They identify how action plans and risk assessment are used to respond to issues raised with specific reference to adverse Care Quality Commission (CQC) reports and governance for managing risk.

Outcome:

Standard not met

Documentary analysis indicates practice assessors' responsibilities are unclear in student facing documentation and reference is made to students having access to their practice assessor 40 percent of their time. There is inappropriate reference to SLAiP (NMC, 2008) roles in RTP PARs and the PAR documentation does not include identification of the practice assessor, academic assessor and practice supervisors. The programme team must amend documentation to include identification of practice assessor, academic assessor and practice supervisor. (Condition one)

Condition one: Review the programme documentation to remove errors and references to the SLAiP (NMC, 2008), mentor and sign-off mentor roles, and ensure consistency with regard to roles and responsibilities of practice supervisors, academic assessors and practice assessors. (SSSA R3.3, R6.3 and R7.3)

Reference is made to practice supervisors in RTP student facing documentation however the PAR does not include a section identifying the student's practice supervisors and provide the opportunity to give written feedback to practice assessors. Programme documentation must be amended. (Condition two)

Condition two: The programme team must include a section in the practice assessment record (PAR) for practice supervisors to record relevant observations on the conduct, proficiency and achievement of the student they are supervising. (SSSA R4.1)	
Date standards met:	19 Aug 2019
Revised outcome:	Standard met
<p>Condition one: LJMU provided evidence to confirm the programme documentation has been reviewed and all errors and references to the SLAiP (NMC, 2008) have been removed. There is now consistency throughout documentation with regard to roles and responsibilities of practice supervisors, academic assessors and practice assessors. Condition one is now met.</p> <p>Condition two: LJMU provided and updated RTP PAR which includes a section for practice supervisors to record relevant observations on the conduct, proficiency and achievement of the students they are supervising. Condition two is now met.</p> <p>Evidence:</p> <p>LJMU RTP, revised PAR, uploaded 19 August 2019</p> <p>LJMU RTP, programme/module guide 2018/2019, SSSA revised uploaded 19 August 2019</p> <p>LJMU BSc nursing guide for practice 2019/2020 revised, uploaded 19 August 2019</p>	

Programme specific standard: Length and nature of programme
<p>Not less than five days</p> <p>Length and nature determined by education provider and practitioner.</p> <p>Midwives to discuss with lead midwife for education.</p> <p>To take into account:</p> <ol style="list-style-type: none"> 1. registration history

<p>2. previous levels of knowledge and experience 3. relevant experience undertaken while out of practice</p>	
What we found:	
Unchanged since original approval on 30 September 2011.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

<p>NMC Circular 03/2011 - Resources to support programme intentions</p> <p>Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.</p>	
What we found:	
<p>Evidence that resources are currently available to support programme intentions is provided. The Cheshire and Merseyside university consortium partnership agreement provides assurance of resources to support the programme.</p> <p>Processes are in place across PLPs and LJMU to ensure students are allocated to an identified practice supervisor, practice assessor and academic assessor during practice learning experiences. The programme team confirm students have one main practice learning placement during their RTP programme. They will be allocated to a practice assessor in this hub placement and one or more practice supervisors to support their learning and achievement.</p> <p>The programme team report practice assessors and practice supervisors will be allocated by the nominated person in the student's practice learning environment. This process will be overseen by PLPs and practice educators. For the independent</p>	

sector and areas which do not have a practice educator, a member of the programme team will provide oversight through their link lecturer role.

The programme team report plans are in place to link the allocation of practice assessors and practice supervisors to the electronic rostering system in some areas. RTP cohort numbers are small and students are allocated to a small number of practice learning areas ensuring they are assessed and supervised by registrant nurses who regularly support these learners and are familiar with the programme.

A number of resources are developed to ensure practice assessors, practice supervisors and practice learning environments are prepared for the transfer to the SSSA. These include a self-appraisal tool and checklist for practice learning environments.

The programme team report they have strong partnerships with PLPs and practice educators through the link lecturer role. These partnerships enable support for practice areas and to facilitate the introduction of the SSSA. The programme team are confident there are sufficient practice assessors, academic assessors and practice supervisors to support students. Documentary evidence from practice learning areas confirm this.

The programme team confirm practice assessors and the academic assessor will liaise and work in partnership to evaluate and recommend the student for award. This decision will be reported through the examination board as part of the programme requirements.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Evidence and references list

LJMU RTP programme nursing mapping document for the SSSA (RN specific), undated

LJMU RTP programme approval report, 30 September 2011, and confirmation of approval letter, 17 October 2011

RTP major modification approval report, 12 July 2016, and confirmation of approval letter, 6 September 2016

LJMU self assessment report, 2018-19

LJMU NMC monitoring report, 2016-2017, 10 April 2017

LJMU copy of PLP organisations in use, July 2019

Cheshire and Merseyside University consortium signed partnership agreement, 30 May 2019

Cheshire and Mersey supervisors and assessors group, supervisor preparation and guidance version two, undated

Cheshire and Mersey supervisors and assessors group, practice assessor preparation and guidance, undated

NWPEG, practice assessor self-declaration form, undated

NWPEG, practice supervisor self-declaration form, undated

Cheshire and Mersey supervisors and assessors group, academic assessor preparation and guidance, undated

NWPEG, academic assessor self-declaration form, 6 June 2019

LJMU BSc nursing guide for practice 2019/2020, updated March 2018

NWPEG supervision and assessment in practice placement declaration form, undated

NWPEG SSSA checklist/self appraisal tool for practice learning environments, version 2, 28 February 2019

Transition to new supervision and assessment roles to meet SSSA (NMC,2018), 26 April 2019

LJMU RTP programme/module guide 2018/2019, October 2018 cohort

LJMU RTP, programme/module guide, SSSA revised July 2019

LJMU RTP PAR, October 2018

LJMU RTP PAR, SSSA revised 25 July 2019

LJMU RTP PAR, October 2018 cohort

LJMU RTP, revised PAR, uploaded 19 August 2019

LJMU RTP, programme/module guide 2018/2019, SSSA revised uploaded 19 August 2019

LJMU BSc Nursing guide for practice 2019/2020, uploaded 19 August 2019

Personnel supporting programme approval

Members of Approval Panel

Not applicable as desktop review

Programme Presenters

QA visitor had a video-conference with programme team held on 9 August 2019.

Attendees included:

Subject head of nursing and RTP representative

Programme manager pre-registration nursing

School disability coordinator representing the field leader for mental health nursing

Field leader child nursing

Apprenticeship lead

Subject head of allied health and representative of the director of the school

Field lead adult nursing and academic assessor, March 2020 cohort

Lead for practice learning

Quality enhancement officer

Were any service providers visited?

Not applicable as desktop review

Meetings with others

Mentors / sign-off mentors	
Practice teachers	
Service users / Carers	
Practice Education Facilitator	

Director / manager nursing	
Director / manager midwifery	
Education commissioners or equivalent	
Designated Medical Practitioners	
Other (please specify)	

If there were no representatives present during the approval event please state why:
Not applicable as desktop review

Meetings with students

Nursing					
Adult		Year 1	Year 2	Year 3	Year 4
Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4
Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	
Midwifery (18 month)		Year 1	Year 2		
SCPHN		HV	SN	OH	FHN RPHN

Learning and Assessment in Practice		Mentor	Practice Teacher	Teacher	
Nurse Prescribing		V100	V150	V300	
Specialist Practice		Adult	Mental Health	Children's	
		Learning Disability	General Practice Nursing	Community Mental Health Nursing	
		Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing	

Additional evidence viewed

CQC Inspection report Aintree University Hospital NHS Foundation Trust, 16 March 2018

CQC Inspection report Arrowe Park Hospital, 22 May 2019

CQC Inspection report North West Boroughs Healthcare NHS Foundation Trust, 10 October 2018

CQC Inspection report Paisley Court, 11 January 2018

CQC Inspection report St Helens and Knowsley Teaching Hospital NHS Trust, 20 March 2019

CQC Inspection report Warrington and Halton Hospitals NHS Foundation Trust report, 27 November 2017

CQC Inspection report Wirral University Teaching Hospitals NHS Foundation Trust, 13 July 2018

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

Author:	Jill Foley	Date:	20 Aug 2019
Checked by:	Judith Porch	Date:	25 Aug 2019
Approved by:	Andrea Bacon	Date:	27 Aug 2019