

**Programme Audit/Major Modification report**

<b>Programme provider:</b>	Plymouth, University of
<b>In partnership with:</b> (Associated practice placement providers involved in the delivery of the programme)	Royal Cornwall NHS Foundation Trust Royal Devon and Exeter NHS Foundation Trust Northern Devon Healthcare NHS Trust Taunton and Somerset NHS Foundation Trust Torbay and South Devon NHS Foundation Trust University Hospitals Plymouth NHS Trust Yeovil District Hospitals NHS Foundation Trust
<b>Date of review:</b>	25 Jul 2019
<b>Type of Modification</b>	Desktop
<b>Provision reviewed:</b>	Return to Practice Midwifery
<b>Title of current programme:</b>	Return to Midwifery Practice
<b>Title of modified programme if changed:</b>	
<b>Academic level of current programme:</b>	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
<b>Academic level of modified programme if changed:</b>	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
<b>Reviewer:</b>	Hilary Lumsden

Outcome of Approval Panel Meeting	
<b>Outcome:</b>	Recommended for approval
<b>Conditions and NMC standard(s)/requirement(s) they relate to:</b>	<p><b>Resources</b> None identified</p> <p><b>Admission and progression</b> None identified</p> <p><b>Practice learning</b> None identified</p> <p><b>Fitness for practice</b> None identified</p> <p><b>Quality assurance</b> None identified</p>
<b>Date conditions to be met:</b>	
<b>Recommendations and NMC standard(s)/requirement(s) they relate to:</b>  <b>Note: recommendations will be assessed through the AEI annual self-assessment report</b>	None identified
<b>Date conditions met:</b>	
<b>Programme start date:</b>	23 Oct 2019

## Summary

### Summary of modification request

The return to practice (RtP) midwifery programme at the University of Plymouth (UoP), an approved education institution (AEI) was approved on 22 August 2012. The university presented a major modification to the 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).

There are no changes made to the learning outcomes for the current approved RtP midwifery programme. The modification is limited to the process for RtP midwifery (RtPM) students' learning and assessment in midwifery practice. Changes are made to the RtPM practice assessment document (PAD) to reflect the SSSA.

Documentary evidence confirms consultation regarding the implementation of the SSSA was initiated by the AEI with local practice learning partners (PLPs). This included discussions with the directors of nursing at a strategic level, and discussions initiated by the lead midwife for education (LME) with the local heads of midwifery (HoMs). There was unanimous agreement and commitment to implement the SSSA from September 2019.

Further consultation and planning for the implementation of the SSSA led by the LME has taken place with midwifery lecturers, students and practice development midwives. Discussion with the programme team and documentary evidence confirms that practice learning partners (PLPs) including practice education leads have been actively engaged with midwifery lecturers in the planning and implementation of the SSSA.

There are no current RtPM students on the programme who will be transferred to the SSSA standards.

The modification is recommended to the NMC for approval.

### Feedback from key stakeholders

#### Presenting Team

Not applicable as a Desktop review.

The QA visitor had a teleconference on 24 June 2019 with:

UoP LME  
UoP Associate Head of Practice Learning  
UoP Senior Administrator Quality Assurance

**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**

None identified

**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**

None identified

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

None identified

**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.

## 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:

No change since original approval on 22 August 2012.

<b>Outcome:</b>	Standard met
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<b>Date standards met:</b>	
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<b>Revised outcome:</b>	
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### 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:**

The programme outcomes are unchanged since the original approval on 22 August 2012. The change made is to the RtPM PAD to meet the SSSA requirements.

The RtP PAD and ongoing achievement record have been updated to outline the new roles and responsibilities of the practice supervisors, practice assessors and academic assessors in the assessment and progression of students in accordance with the SSSA.

There's the opportunity for the RtP student to negotiate learning objectives with practice supervisors and assessors and these are documented in the practice portfolio.

Documentary evidence confirms practice supervisors, practice assessors and academic assessors will communicate with the each other in order to effectively support and assess students. The communication between the practice supervisors, practice and academic assessor will be clearly recorded in the PAD. Documentary evidence and discussion confirms the practice supervisor will not simultaneously be the practice assessor for a student.

There is clear evidence that these roles will support, supervise and assess the RtP student and with the modified practice assessment documentation meet the requirements of the SSSA.

**Outcome:**

Standard met



<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Programme specific standard: Length and nature of programme</b>	
<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"> <li>1. registration history</li> <li>2. previous levels of knowledge and experience</li> <li>3. relevant experience undertaken while out of practice</li> </ol>	
<b>What we found:</b>	
There is no change since the original approval on 22 August 2012.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

**[NMC Circular 03/2011](#) - Resources to support programme intentions**

Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.

**What we found:**

Documentary evidence and discussion confirms that the UoP and PLPs work in partnership to provide suitable practice learning environments for RtP students. The presenting team stated that applications for this programme are very low and it is not envisaged that numbers will increase significantly in the near future. Therefore, assurances are given that there will be sufficient resources to support students in PLP.

There's clear evidence that RtP students are appropriately supported in practice learning environments and arrangements comply with the SSSA. Student facing documentation and workbooks for practice supervisors and assessors detail the range of support and the roles and responsibilities of the practice supervisor, practice assessor and academic assessor in student supervision and assessment.

The AEI has another level of support for students who are midwifery link teachers. Midwifery link teachers support RtP students in the practice learning environment and act also as a link between student, practice supervisor and practice assessor.

All students will have a named midwife who is a practice supervisor in each practice learning setting who is allocated by the practice development midwife. The practice supervisor will oversee the student in practice to ensure safe, effective learning. The practice supervisor role and responsibilities are clearly documented in student-facing documentation and in the practice supervisor handbook. The practice supervisor acts as a role model to students and supports and supervises students providing feedback in the practice portfolio to the student and practice assessor. Consideration has been given to recognise that RtP students can be supervised by other professionals who may not be midwives during the students' programme. There is the opportunity for those practice supervisors who may not be midwives to add formative comments in the practice portfolio. This meets the SSSA requirements.

Each RtP student will have a named practice assessor allocated to them by the practice development midwife for the PLP who will ensure that practice assessors are not allocated to the same student in different parts of the programme. The practice assessor will be responsible for the support and assessment of RtP students at one summative point in the academic year. The practice assessor will liaise closely with the practice supervisor and will work periodically with the student

in order to make an objective assessment of student proficiency. The practice assessor will also communicate and collaborate with the academic assessor for relevant points in the programme and student progression.

Documentary evidence and discussion in the teleconference confirms communication regarding student progress between practice assessor and academic assessor will be achieved both face-to-face and electronically. Academic assessors will make and record objective evidence-based decisions on the conduct, proficiency and achievement of the student by drawing on student records and feedback from practice supervisors and assessors. Academic assessors will be registered midwives with a recognised teaching qualification and will be prepared for their role through the AEI's online learning package.

There's an ongoing programme of development for practice supervisors and practice assessors in the AEI. Practice supervisors are prepared for the role via a face-to-face two-hour workshop provided by the AEI. Practice assessors who hold SLAiP or an equivalent qualification are prepared via the AEI's two-hour workshop. There is documentary evidence that midwifery teachers have been preparing practice supervisors and assessors for their new role on a monthly basis in current mentor workshops. Ongoing support to practice supervisors and practice assessors is given through the network of a link teacher and academic assessor who visit practice learning areas regularly.

There will be yearly practice supervisor and assessor workshops facilitated by a member of the midwifery teaching team to update and support practice assessors in their role. The roles and responsibilities in supporting RtP students are identified in student and assessor/supervisor-facing documents.

There is assurance and evidence in regular educational audits that practice supervisors and practice assessors will be entered into a live register of supervisors and assessors held by the PLPs.

We are assured that UoP and PLPs have resources in place for the transfer to the SSSA.

<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	

<b>Revised outcome:</b>	

<b>Evidence and references list</b>
<p>UoP practice assessment toolkit, January 2019</p> <p>UoP midwifery practice supervisor workbook, February 2019</p> <p>UoP midwifery practice assessor workbook, February 2019</p> <p>UoP SSSA roles and responsibilities, undated</p> <p>UoP RTMP programme handbook 2019-2020, undated</p> <p>UoP handbook for practice supervisors and assessors, undated</p> <p>Midwifery practice assessor trust preparation, undated</p> <p>Midwifery practice supervisor preparation delivery plan, February 2019</p> <p>UoP RTMP programme timetable, undated</p> <p>SSSA preparation dates, undated</p> <p>Frequently asked questions: applying the new NMC standards, undated</p> <p>UoP RtP midwifery portfolio, old version, 2018-2019, undated</p> <p>UoP RtP midwifery portfolio, 2019-2020, new updated version, June 2019</p> <p>Email discussion with head of midwifery, 8 October 2018</p> <p>Email discussion with head of midwifery, 10 October 2018</p> <p>Summary of SSSA preparation sessions, undated, May 2019</p> <p>Guidance to lecturers, mentor SSSA updates, undated</p> <p>FAQ applying the new standards, undated</p> <p>Mentor register, undated</p> <p>Midwifery preparation slides, February 2019</p>

<b>Personnel supporting programme approval</b>
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**Members of Approval Panel**

Not applicable as a Desktop review.

**Programme Presenters**

The QA visitor had a teleconference on 24 June 2019 with:

UoP LME

UoP Associate Head of Practice Learning

UoP Senior Administrator Quality Assurance.

**Were any service providers visited?**

*Not applicable as a desk top 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 a Desktop review.

**Meetings with students**

<b>Nursing</b>					
<b>Adult</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Mental Health</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Children's</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Learning Disabilities</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Midwifery (3 year)</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Midwifery (18 month)</b>		<b>Year 1</b>	<b>Year 2</b>		
<b>SCPHN</b>		<b>HV</b>	<b>SN</b>	<b>OH</b>	<b>FHN</b>
<b>Learning and Assessment in Practice</b>		<b>Mentor</b>		<b>Practice Teacher</b>	<b>Teacher</b>
<b>Nurse Prescribing</b>		<b>V100</b>		<b>V150</b>	<b>V300</b>
<b>Specialist Practice</b>		<b>Adult</b>		<b>Mental Health</b>	<b>Children's</b>
		<b>Learning Disability</b>		<b>General Practice Nursing</b>	<b>Community Mental Health Nursing</b>

		<b>Community Learning Disabilities Nursing</b>	<b>Community Children's Nursing</b>	<b>District Nursing</b>

**Additional evidence viewed**

CQC Report Royal Cornwall NHS Foundation Trust, 14 December 2018

CQC Report Royal Devon and Exeter NHS Foundation Trust, 30 April 2019

CQC Report Northern Devon Healthcare NHS Trust, 5 February 2018

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**Issue record**

Author:	Hilary Lumsden	Date:	12 Aug 2019
Checked by:	Judith Porch	Date:	14 Aug 2019
Approved by:	Helen Shapcott	Date:	15 Aug 2019