

Programme approval visit report

Section one

Programme provider name:	Bangor University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Betsi Cadwaladr University Health Board Hywel Dda University Health Board Powys Teaching Health Board The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust Private, voluntary, and independent health care providers
Programmes reviewed:	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V150 <input type="checkbox"/> Community practitioner nurse prescribing V100 <input type="checkbox"/>
Title of programme(s):	Independent Prescribing (V300) Level 6 Independent Prescribing (V300) Level 7
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" 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
Community practitioner nurse prescribing V150	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

<p>Community practitioner nurse prescribing V100</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Date of approval visit:</p>	<p>12 January 2021</p>
<p>Programme start date:</p> <p>Independent and supplementary nurse prescribing V300 Community practitioner nurse prescribing V150 Community practitioner nurse prescribing V100</p>	<p><input type="text" value="1 September 2021"/></p> <p><input type="text" value="N/A"/></p> <p><input type="text" value="N/A"/></p>
<p>QA visitor:</p>	<p>Registrant Visitor: Hilary Field</p>

Section two

Summary of review and findings

Bangor University (BU) is an established approved education institution (AEI). The school of health sciences (the school) present the independent and supplementary nurse prescribing (V300) programme for approval. Programme development is informed by the Nursing and Midwifery Council (NMC) Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018). The programme is mapped to the NMC Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018).

The programme is a 40-credit award delivered at academic levels six and seven. It's undertaken on a part-time basis over eight months; the programme uses a blended learning approach. There are nine face-to-face theory days; three directed study days are undertaken across the programme duration with 14 self-directed study days. There's a practice learning requirement of 90 hours. The academic level seven programme may be undertaken as part of the Master of science advanced clinical practice programme. There's an emphasis on interprofessional learning; there's shared learning with allied health professionals (AHPs) including physiotherapists, paramedics, therapeutic radiographers and podiatrists.

Documentary evidence and discussion at the approval visit demonstrate a robust commitment to partnership working with key stakeholders including service users and carers (SUCs), students and practice learning partners (PLPs). There's clear evidence of consultation with, and the involvement of, current and former students, SUCs and PLPs in the development and co-production of the programme. Students confirm that they've been consulted about the development of the programme and that they've had the opportunity to provide regular programme evaluation. SUCs confirm their involvement in the recruitment, planning and delivery of the programme.

Arrangements at programme level meet the SFNME (NMC, 2018). Arrangements at programme level meet the SSSA (NMC, 2018).

The visit is undertaken remotely during the COVID-19 pandemic.

The programme is recommended for NMC approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions N/A	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Page 12: Self-employed applicants require two references not one as identified in the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for prescribing programmes (NMC, 2018)</p> <p>Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</p>

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p>

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

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

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

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

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's effective and positive partnership working between BU and key stakeholders. The programme team and representative stakeholders tell us that the design and proposed delivery of the programme meets the SPP and the RPS competency framework for all prescribers. PLPs confirm their involvement in the programme planning board that's informed programme development. They tell us that there's local robust communication channels with the school and the programme team who proactively support service need.

There's documentary evidence of consultation with students, SUCs and PLPs; this is confirmed at the approval visit. PLP representatives tell us that they've been actively involved in the programme consultation process. There's evidence of formal consultation with key stakeholders; the programme team held co-production meetings with past and current students, PLPs, local health board representatives and SUC representatives. PLPs tell us about the effective partnership with the programme team; they commend the programme team for the excellent partnership working associated with programme development and delivery. PLPs confirm they know how to raise concerns and confirm that they receive feedback on any actions undertaken as a result of concerns.

Practice assessors and practice supervisors confirm that they must attend training to prepare them for their roles. There's a strategic 'once for Wales 2020' approach to the preparation of practice assessors and practice supervisors. There's evidence of a regional standardised approach to the SSSA in partnership with local AEs and local health board representatives. The designated prescribing practitioner (DPP) (RPS, 2019) title is adopted; student and practice assessor facing documentation clearly details the practice assessor and practice supervisor roles for nurses and midwives.

Documentary evidence and the approval visit confirm that the student voice is captured through programme evaluation. Formal evaluations are undertaken at the end of the programme. The outcome of actions are reported through BU's quality assurance and monitoring process which facilitates ongoing programme developments. The programme team tell us that informal evaluation of the programme occurs at regular intervals throughout the programme. Documentary evidence confirms that student views are listened to, and changes made to the programme are as a result of this feedback. Students tell us that their views are listened to and have informed appropriate programme changes; they tell us that they feel supported to share their views. They tell us the programme team respond appropriately to issues raised in theory and practice learning environments. Students confirm that the programme team visit the practice learning environment when this is appropriate. Students report that the programme team are supportive and accessible. They confirm PLPs ensure that they have access to protected learning time both to attend taught sessions and to achieve the required practice learning time. Students confirm that they're supported in the practice learning environment and by the programme team. They tell us that they feel confident to discuss concerns with both practice assessors and practice supervisors and the programme team. Students, practice assessors and practice supervisors confirm that they know how to raise concerns; the process is detailed in the programme handbook. Students tell us that there's the opportunity for interprofessional learning alongside AHPs and midwives and nurses from different fields of practice.

There's evidence of effective and positive partnership working between BU and SUCs. The school has a public and patient co-ordinator to deliver the school's public and patient engagement strategy. SUCs tell us about the planned recruitment drive to increase the involvement of SUCs in the programme to

promote a more diverse membership. SUCs inform the application process through contribution to the interview process of applicants to the programme. They confirm that they're offered a variety of training programmes including equality and diversity and unconscious bias to support them in their SUC role within the school. SUCs confirm that they feel that they're valued members of the prescribing programme team and have been involved in the development of the proposed programme. They tell us that their views on the programme development were equal to other stakeholders' views. They describe examples of how their involvement has informed the proposed programme, including the inclusion of a reflection by students on the feedback that they receive from SUCs in the practice learning environment. SUCs contribute to the taught element of the programme; they explore with students SUCs' perspectives in relation to prescribing decision-making. The proposed programme includes SUC feedback after problem-based learning scenarios. SUCs confirm they provide feedback to the programme team and value their role as part of the programme team.

The programme team are registered nurses with NMC prescribing and teaching qualifications. AHPs and a pharmacist contribute to the delivery of the programme. The senior school team confirm there's appropriate resources within the programme team to support the academic assessor role. They tell us that the programme is further supported by practising multi-professional prescribers who contribute to teaching and assessment activities.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)
MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)
MET **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 ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme

R1.2 provide opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non- NHS employed registrants) to apply for entry onto an NMC approved prescribing programme

R1.3 confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme

R1.4 consider recognition of prior learning that is capable of being mapped to the [RPS Competency Framework for all Prescribers](#)

R1.5 confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme

R1.6 confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas:

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

R1.7 ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber \(adoption of the RPS Competency Framework for all Prescribers\)](#). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration midwifery programmes](#) (NMC, 2019).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

Findings against the standard and requirements

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

- Evidence of processes to ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme (R1.1)
YES **NO**
- Evidence of selection process that demonstrates opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non-NHS employed registrants) to apply for entry onto an NMC approved prescribing programme. Evidence of this statement in documentation such as: programme specification; module descriptor, marketing material. Evidence of this statement on university web pages (R1.2)
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

- Evidence that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme (R1.3)
MET **NOT MET**

R1.3 is met. Documentary evidence and the approval visit confirm that there are effective governance arrangements in place to support students undertaking the programme. A robust application process further supports assurance that governance structures support the programme. The process ensures that students meet the required standard for admission to the programme. The application process requires confirmation that governance structures are in place for all practice learning environments. Applicants must evidence that they meet the entry criteria; they must complete the BU independent prescribing programme application form. All applicants must provide evidence that they have appropriate assessment and clinical skills to undertake the programme. This is confirmed in the application form by an applicant’s manager or professional referee. Applicants must detail a personal formulary of medications they intend to prescribe when qualified. Practice assessors and practice supervisors must be nominated at the point of application; the criteria to undertake the role is detailed on the application form. Practice assessors and practice supervisors sign to confirm that they meet

the requirements of the supervision and assessment roles. Practice assessors and practice supervisors must evidence preparation for the respective roles. Documentary evidence confirms the 'once for Wales 2020' approach is applied to the preparation of practice assessors and practice supervisors. Programme documentation, including the DPP handbook, details prescribing specific preparation and support for the roles. The programme leader is responsible for checking confirmation of practice assessors' and practice supervisors' professional registration.

Applicants must have the support of their line manager to undertake the programme; they're required to confirm applicants have the appropriate clinical and assessment skills to support prescribing. Applicants must be working in a role that justifies a V300 prescribing qualification and that practice learning time is protected. All applicants must attend an interview with a member of the prescribing team and a SUC representative. Interviews are conducted either face-to-face, by telephone or by video call.

Those applicants who are self-employed are required to submit character references from two appropriate healthcare professionals who can confirm that they have the required assessment skills and are clinically competent to undertake the programme. They must provide evidence of professional indemnity insurance as part of the application process and access to a prescribing budget. Documentary evidence and discussion at the approval visit confirm that all applications are checked by an admissions tutor, programme lead and a pharmacy lecturer who confirm the entry criteria is met. Applicants, including those who are self-employed, must provide evidence of a satisfactory disclosure and barring service (DBS) check.

Placement audits using the all Wales audit of practice learning environment tool must be in place prior to students undertaking the programme. The programme team ensure a current educational audit is in place. In addition, a satisfactory Care Inspectorate Wales (CIW) report is required. If there's no educational audit in place this must be completed by the programme team and PLPs. The requirements of the educational audit are clearly detailed. PLPs and students tell us that audits are undertaken. Students confirm that the application process is in place and tell us practice learning time is protected. They tell us that they feel supported in the practice learning environment.

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

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4)

YES

NO

- Processes are in place to confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme (R1.5)
YES NO

- Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6):
 - Clinical/health assessment
 - Diagnostics/care management
 - Planning and evaluation
 YES NO

- Processes are in place to ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme (R1.7)
YES NO

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers) will be met through the transfer of existing students onto the proposed programme.

The programme team tell us they don't expect existing students to transfer to the proposed programme. If any existing students delay their studies, they will remain on the current programme. Students who require a longer interruption from their studies will be required to map existing learning against the proposed programme using an independent prescribing assessment and confirmation of recognition of prior learning document for nurse and midwife students. The process will map student learning from the current to the proposed programme and will be managed on an individual basis. The programme team tell us that students have been consulted about this process.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

It's anticipated that current students will complete the current programme. If any current student requires a long interruption to their studies, on return to their studies they will be aligned to the proposed programme. The programme team confirm that current students have been consulted on this. On return to their

studies, and in order to meet the SSSA requirements, students will be required to have the support of a practice supervisor in addition to the designated medical practitioner practice assessor.

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

Date: 12 January 2021

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

Standard 2: Curriculum

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

R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 ensure that all prescribing programmes are designed to fully deliver the competencies set out in the RPS *A Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice

R2.3 state the learning and teaching strategies that will be used to support achievement of those competencies

R2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:

R2.4.1 stating the general and professional content necessary to meet the programme outcomes

R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes

R2.4.3 confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies
 R2.6 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

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 is designed to fully deliver the competencies set out in the RPS *Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice (R2.2).
 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

Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)
 MET NOT MET

R2.3 is met. Documentary evidence and discussion at the approval visit confirm that the programme utilises a blended learning approach. The taught content reflects appropriate learning to support students to achieve the RPS competencies. Students apply theoretical principles to their area of practice with the support of their practice assessor and practice supervisor. They reflect on practice learning, performance, and progression towards achievement of the RPS competencies in a prescribing competency portfolio. Progression is monitored at three tripartite meetings with students, practice assessors and academic assessors. Achievement of the RPS competencies is assessed by practice assessors and confirmed by academic assessors. Students are required to record practice learning hours in the prescribing competency portfolio; practice assessors confirm the hours are met.

The programme team tell us that there's an emphasis on interprofessional learning within the programme design. They describe how students from a range of professions and clinical experience work together to solve prescribing based problems. This scenario-based group work requires students to share their experiences and expertise. The virtual learning environment (VLE) discussion board further facilitates interprofessional learning opportunities.

The VLE Blackboard Ultra supports a blended learning approach which encourages both independent and active learning. There's a range of prescribing

specific materials; students access the online British National Formulary (BNF). They have access to Panopto presentations, quizzes and problem-based learning exercises. This is supported through a variety of teaching methods including lectures, seminars, self-directed learning and tutorials. The programme is delivered by an experienced multi-professional programme team who are independent prescribers.

Programme documentation confirms the opportunity for students to have Welsh language documentation and be supervised and assessed in Welsh if this is their preference. Members of the programme team are fluent in the Welsh language. Teaching materials are available for students in both Welsh and English and students can submit assessments in their preferred language.

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

- Evidence of programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice (R2.4):
 - stating the general and professional content necessary to meet the programme outcomes
 - stating the prescribing specific content necessary to meet the programme outcomes
 - confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

YES NO

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

YES NO

If relevant to the review

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.6)

YES NO N/A

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 12 January 2021		
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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 3: Practice learning
<p>Approved education institutions must:</p> <p>R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.2 ensure that practice learning complies with the NMC Standards for student supervision and assessment</p> <p>R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment</p> <p>R3.4 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment</p>
Findings against the standard and requirements
<p>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</p> <ul style="list-style-type: none"> Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including

arrangements specifically tailored to those applicants who are self-employed (R3.1)

MET **NOT MET**

R3.1 is met. Documentary evidence and the approval visit confirm that suitable and effective arrangements and governance are in place for all applicants including those who are self-employed. This is assured by effective partnership working between the programme team and PLPs.

Practice assessors and practice supervisors are identified at application. The 'once for Wales 2020' approach is applied to the preparation of practice assessors and practice supervisors. Programme documentation, including the DPP handbook, details prescribing specific preparation and support for the roles. All practice assessors' and practice supervisors' professional registration are checked at the point of application.

Students and PLPs tell us that practice learning is supported and protected, and there's a robust approach to ensuring practice assessors and practice supervisors are well prepared. Placement audits using the all Wales audit of practice learning environments tool must be in place prior to students undertaking the programme. The programme team ensure a current educational audit is in place. In addition, a satisfactory CIW report is required. If there's no educational audit in place this must be completed by the programme team and PLPs. Practice learning environments who support self-employed students must fully meet the governance requirements of the all Wales educational audit.

Students who are self-employed must provide evidence at application that they have the required assessment skills and are clinically competent to undertake the programme. This is confirmed by two appropriate healthcare professionals in a reference. They must have professional indemnity insurance and evidence access to a prescribing budget. All students including those who are self-employed must evidence a satisfactory DBS check.

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

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R3.2)

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

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment (R3.3)

MET **NOT MET**

R3.3 is met. Technology enhanced learning is supported by the VLE Blackboard Ultra that enables students to access learning materials, timetables and formative examination papers. Students tell us that online learning resources are clearly signposted and accessible. They describe online resources as supportive of flexible learning strategies. The blended learning approach supports students to follow directed and self-directed learning online.

Simulation-based learning is used to deliver problem-based prescribing decision-making scenarios. SUCs support the delivery of the simulation-based scenarios, providing feedback to students on their communication skills. The school simulation facilities support the development of prescribing assessment and clinical skills.

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

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* (R3.4)

YES NO

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

Date: 12 January 2021

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

Standard 4: Supervision and assessment

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

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

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)

R4.3 appoint a programme leader in accordance with the requirements of the NMC [Standards framework for nursing and midwifery education](#). The programme leader of a prescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

R4.4 ensure the programme leader works in conjunction with the lead midwife for education (LME) and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes

R4.5 ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking

R4.5.1 In exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for that part of the programme where the prescribing student is undergoing training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and assessor roles to be carried out by the same person

R4.6 ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking

R4.7 provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes

R4.8 assess the student's suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice

R4.9 ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies. This includes all students:

R4.9.1 successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80 percent), and

R4.9.2 successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100 percent)

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. Documentary evidence and discussion at the approval visit confirm that all placement areas are audited using the all Wales audit of practice learning environment tool. This ensures that appropriate systems and processes are in place to support safe practice learning. There's an annual review of practice learning environments; full audits are undertaken every two years.

Students, practice assessors and practice supervisors have access to the procedure for raising a concern in practice; they tell us that they're aware of the process. This is identified in both student facing and practice assessor and practice supervisor facing documentation. PLPs confirm that there are processes in place to support students raising concerns. They tell us that there's effective communication with the programme team in respect of issues identified in practice learning environments. There's evidence of sound communication between practice assessors, practice supervisors and academic assessors to address any issues related to the practice learning environment. Three tripartite meetings with practice assessors, academic assessors and students are documented in the prescribing competency portfolio. Students tell us that they're aware of the process for reporting concerns in practice learning environments. They commend the programme team for the educational and pastoral support offered and confirm that academic assessors visit the practice learning environment to provide support.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and the approval process confirm that there's a partnership approach to ensure the implementation and operationalisation of the SSSA. Senior PLP representatives and the senior school team describe the strategic management of this. Students, practice assessors and practice supervisors tell us that they're aware of the SSSA. The application process ensures that practice assessors and practice supervisors are identified. Students confirm that they will be undertaking the supervision and assessment roles for future students. Practice assessors and practice supervisors must attend a preparation study day that is delivered online to support remote access by practice staff who may be working some distance from BU. Preparation includes the content specified by the 'once for Wales 2020' approach and includes information specific to the prescribing programme. Practice assessors and practice supervisors must confirm in the prescribing competency portfolio that they have completed the preparation programme; this is reviewed by the academic assessor. Practice assessors and practice supervisors tell us that they consider this an

important aspect of their role and that they're supported by their employers to prepare for the role. They confirm they're provided with a DPP handbook.

Evidence of the programme teams' educational and professional experience confirms they meet the requirements to undertake the academic assessor role. The prescribing team are appropriately qualified; they have independent prescribing qualifications and are experienced in a variety of fields of practice. A pharmacist lecturer delivers pharmacology content. All academic assessors have a prescribing qualification. The senior school team confirm that academic assessors are supported and prepared through continued professional development.

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

- Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience (R4.3)
YES NO
- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)
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

- Processes are in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking (R4.5)
MET NOT MET

R4.5 is met. Documentary evidence and discussion with the programme team confirms that students must have the support of practice assessors and practice supervisors who are both a registered healthcare professional and an experienced prescriber. Details of the role and eligibility criteria are detailed in the DPP handbook. Practice assessors and practice supervisors must sign the application form to confirm that they meet the criteria of the role. The programme leader is responsible for checking the professional register of practice assessors and practice supervisors. All practice assessors and practice supervisors must have undertaken preparation to support the roles.

The application process includes information relating to the exceptional circumstances where the same person fulfils the role of practice assessor and practice supervisor. Programme documentation details the process in place to manage this.

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

- Processes are in place to ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (R4.6)

YES NO
- Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

YES NO
- Processes are in place to assess the student's suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice (R4.8)

YES NO
- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

 - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
 - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).

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](#) relevant to supervision and assessment are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 12 January 2021

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 <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Qualification to be awarded
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of: R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or R5.1.2 a nurse or midwife independent/supplementary prescriber (V300) R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice</p>
Findings against the standards and requirements
<p>Evidence provides assurance that the following QA approval criteria are met:</p> <ul style="list-style-type: none"> Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of: <ul style="list-style-type: none"> - a community practitioner nurse (or midwife) prescriber (V100/V150), or - a nurse or midwife independent/supplementary prescriber (V300) (R5.1) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

<ul style="list-style-type: none"> Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award (R5.2) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber (R5.3) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Processes are in place to inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.4) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 12 January 2021</p>
<p>Post event review</p>
<p>Identify how the condition(s) is met: N/A</p>
<p>Date condition(s) met: N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<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"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i>	<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) (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) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators' website	<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"/>
If you stated no above, please provide the reason and mitigation		
List additional documentation:		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<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: V300, 2018-2019 x four		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
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 yes, state where visited/findings		
If you stated no above, please provide the reason and mitigation This is an established AEI, visits to facilities weren't needed.		
Additional comments: None identified.		

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):	Hilary Field	Date:	14 January 2021
Checked by:	Bernadette Martin	Date:	22 January 2021
Submitted by:	Amy Young	Date:	2 March 2021
Approved by:	Emiko Hughes	Date:	3 March 2021