

## Programme approval visit report

### Section one

<b>Programme provider name:</b>	Bournemouth University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>South West Ambulance Service NHS Trust</p> <p>Avon and Wiltshire Mental Health Partnership NHS Trust</p> <p>Hampshire Hospitals NHS Foundation Trust</p> <p>Dorchester County Hospital NHS Foundation Trust</p> <p>Isle of Wight NHS Foundation Trust</p> <p>Poole Hospital NHS Foundation Trust</p> <p>Portsmouth Hospital NHS Trust</p> <p>Salisbury NHS Foundation Trust</p> <p>University Hospitals Southampton NHS Foundation Trust</p> <p>Southern Health NHS Foundation Trust</p> <p>The Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust</p> <p>Yeovil District Hospital NHS Foundation Trust</p>
<b>Programmes reviewed:</b>	<p>Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/></p> <p>Community practitioner nurse prescribing V150 <input type="checkbox"/></p> <p>Community practitioner nurse prescribing V100 <input type="checkbox"/></p>
<b>Academic level:</b>	
Independent and supplementary nurse prescribing V300	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p>

	<p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
Community practitioner nurse prescribing V150	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
Community practitioner nurse prescribing V100	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5    <input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<b>Title of programme(s):</b>	Independent and supplementary prescribing for Nurses and Midwives
<b>Date of approval visit:</b>	17 July 2019
<p>Programme start date:</p> <p>Independent and supplementary nurse prescribing V300</p> <p>Community practitioner nurse prescribing V150</p> <p>Community practitioner nurse prescribing V100</p>	<p><input type="text" value="22 September 2019"/></p> <p><input type="text" value="N/A"/></p> <p><input type="text" value="N/A"/></p>
<b>QA visitor:</b>	Heather Bain

**Section two**

**Summary of review and findings**

Bournemouth University (BU), faculty of health and social sciences is seeking to deliver the independent and supplementary nurse and midwifery preparation programme (V300) against the NMC (2018) Standards for prescribing programmes with adoption of the Royal Pharmaceutical Society (RPS) Competence framework for all Prescribers. The programme will be delivered at academic level six and seven within a 40 credit module over a period of six months.

Documentary analysis and findings at the approval event demonstrates a commitment towards partnership working with key stakeholders. There is evidence of partnership between BU and practice learning partners (PLPs) in this prescribing programme at both an operational and strategic level. There is evidence of effective communication processes between the school and PLPs to ensure all governance is in place to deliver the programme. There is evidence of engagement with service users and carers.

The Standards for prescribing programmes (NMC, 2018) and the RPS competency framework for all prescribers are clearly detailed within the documentation and mapped to the programme.

Arrangements at programme level do not meet Standards for nursing and midwifery education (SFNME). Arrangements at programme level do not meet the Standards for student supervision and assessment (SSSA).

The programme is recommended for approval subject to three NMC conditions and one University condition. Two NMC recommendations are made and one university recommendation.

Updated 29 July 2019

Evidence was provided to meet the three NMC conditions. The panel confirmed that the University condition has been met. The conditions and related standards are now met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources</b></p> <p>None identified</p> <p><b>Selection, admission and progression</b></p> <p>None identified</p> <p><b>Practice learning</b></p> <p>Condition one: Review all documentation to clarify the role, responsibilities and relationships between practice supervisor, practice assessor and academic assessor. (SSSA R6.6, Standards for prescribing programmes R4.2)</p> <p>Condition two: Ensure the escalating concerns process is explicit in the student handbook and practice supervisor/practice assessor handbook. (SFNME R 2.10, Standards for prescribing programmes R2.1)</p> <p><b>Assessment, fitness for practice and award</b></p> <p>Condition three: Review unit specifications to ensure all intended learning outcomes (ILOs) are assessed. (SFNME R 5.11, Standards for prescribing programmes R4.1)</p> <p>Condition four: Remove pass mark percentages from the programme structure table in the programme specifications to aid clarity. (University condition)</p> <p><b>Education governance: management and quality assurance</b></p> <p>None identified</p>
<p><b>Date condition(s) to be met:</b></p>	<p>29 July 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation One: To consider removing the compulsory 8-hour element within the 78 hours clinical prescribing record. (Standards for prescribing programmes R4.2, R4.9)</p> <p>Recommendation two: To directly involve additional learning support, student union Bournemouth university (SUBU) and library services in the Induction process. (SFNME R4.3, Standards for prescribing programmes R2.3)</p>

	<p>Recommendation three: To proof read the open learning and practice assessor/practice supervisor handbooks, also ensuring that page numbers are correct. (University Recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>The role and relationships of practice supervisor, practice assessors and academic assessors.</p> <p>Student, practice supervisors and practice assessors understanding of the processes to escalate concerns and manage fitness to practise.</p> <p>The assessment of all programme outcomes.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions**

Revised copies of the programme documentation provide evidence that the three conditions are met.

A practice supervisor, practice assessor and academic assessor handbook has been produced to clarify the roles and responsibilities of all concerned. The portfolio document has also been updated to provide clarity. (Condition one)

A link to the raising concerns protocol has been added into the practice supervisors and practice assessors handbook which will be also incorporated into the student handbook. The BU raising concerns protocol is also now included in the programme virtual learning environment and a hyperlink to the document on the BU website is provided in the practice assessor and practice supervisor handbook. (Condition two)

The unit specifications have been reviewed to ensure all intended learning outcomes are assessed in one or more of the summative assessments. (Condition three)

The University condition (condition four) has been confirmed as met.

The SFNME is now met.

The SSSA are now met.

The SPP are now met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	AEI has confirmed accuracy of the report.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	29 July 2019

**Section three**

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

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u><i>Standards framework for nursing and midwifery education</i></u> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p> <p>R2.4 comply with NMC <u><i>Standards for student supervision and assessment</i></u></p> <p>R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of</p>



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 based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria**

Documentary evidence and the approval process confirm there is effective partnership working between BU and key stakeholders including PLPs, students, service users and carers (SUCs) in the development, delivery and evaluation of the programme at a strategic and operational level. Policies and processes are in place to support a partnership approach to the development and future delivery of

the prescribing programme. It was reported that the director of employer engagement, senior lecturer for continuing professional development and business relation manager have strategic discussions with PLPs as part of the annual review process. The head of practice education holds once a semester, meetings to discuss practice learning issues with PLPs. The prescribing programme team have regular meetings with prescribing leads in the Trust to discuss issues specific to prescribing. The PLPs attending the event confirm the close working relationship with BU.

Evidence of partnership working between BU and PLPs in managing the educational audits, and for the preparation of practice supervisors and practice assessors to meet the SSSA (NMC, 2018) is evident within the documentation and from the approval process. There is a planned joint approach to support practice learning whereby the academic assessor will liaise with the practice assessor to discuss and provide feedback on student progress towards achieving the competencies within the RPS (2016) competency framework for all prescribers.

BU has refined its SUC strategy in light of the NMC standards and there is a supporting SUC information handbook. Service users have been involved in the development of this programme through collaboration with the BU SUC group which is called PIER (partnership in education and research). At the approval event the coordinator of PIER, confirmed their involvement with the programme team in the review of documentation for the prescribing programme. They told us there are over 100 service users available to contribute to programmes within BU. There are plans for service users to be involved in the future delivery of some teaching sessions within the prescribing programme which is also evidenced within the prescribing timetable.

The previous prescribing students in attendance at the event spoke positively of their experience of the school and the effectiveness of the support provided to them from BU. The students reported they feel valued, and the school provides opportunities for them to feedback informally and through formal mechanisms. Any feedback students have provided previously, has been responded to and actions taken as appropriate. The students explained how BU worked with PLPs to ensure that students are supported to achieve their competencies in practice. The students report that they had no experience of service users being involved in the delivery of any face to face sessions within their cohort, but service users had contributed to their learning in practice.

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**

Gateway 2: Standards for student supervision and assessment

MET

NOT MET

**If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome**

### 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.

**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. The programme team and the PLPs reported on the process for selection of students onto the programme. The application form demonstrates that governance is considered as part of the admission process. The disclosure and barring service (DBS) are in place within the application process which the students and PLPs confirmed. Line managers confirm applicants ensure all NMC requirements are met and applicants are capable of safe and effective practice at a level appropriate to the applicant's area of future prescribing practice. The PLPs report that normally the advanced history taking, and physical examination module is a pre-requisite of the prescribing programme. Prospective students are interviewed by their employers prescribing leads prior to applying to BU. Self-employed and candidates working in private practice are identified within the

application form and have to meet all the same criteria. The programme team will follow up self-employed applicants with a teleconference and if there are any queries will undertake a practice visit.

Educational audits are in place with the PLPs and address pre-registration nursing and prescribing programmes. The audits are reviewed every two years. For self-employed students a member of the programme team will visit the practice area to undertake an educational audit.

The PLPs confirmed that they will support eight taught days, ten self-directed learning and the 12 days learning in practice. The protected time is stipulated in the agreement signed by the students and the employer on the application form. The programme team monitor the protected learning time through student feedback on study days.

The PLPs have a database of all prescribers and will support the identification of practice supervisors and practice assessors to support the students. All practice supervisors and practice assessors have to have been prescribing for a minimum of one year but who will undertake this role will be determined by the PLPs. The application process identifies the practice supervisor and practice assessor to BU. The professional registration of all practice assessors is checked at the admission stage.

- 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 evaluationYES  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.*

Students will not transfer onto the new programme.

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:** 17 July 2019

**Standard 2: Curriculum**

**Approved educations 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 no evidence within student facing documents including handbooks and the practice supervisor and practice assessor booklet of the escalating concerns and fitness to practice process. (Condition two) (SFNME R2.10, Standards for prescribing programmes R2.1)

- 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. The programme documentation and the timetable details the structure of the V300 programme. The programme is delivered at two academic levels (level six and level seven) within a 40 credit programme. There will be co-teaching with allied health professional students undertaking the programme. All students will be taught together but there will be additional tutorials at different academic levels. The programme has eight taught days 10 days with the equivalent of 15 days open learning materials hosted on BU virtual learning environment. The practice learning under the supervision of the practice supervisor and practice assessor will constitute 78 hours.

A variety of teaching and learning approaches will be used to meet the needs of all students. This includes didactic, interactive and action learning groups. A two- and half-hour session with service users has been built into one of the taught days. The virtual learning environment was demonstrated and the extensive online resource from the library showcased. The students at the event were mainly



positive about the resources available. However, one student who require reasonable adjustments indicated that she was not made aware of all the available support services at the start of the programme. It is noted that the student handbook lists the available support.

Recommendation two: To directly involve additional learning support, SUBU and library services in the induction process. (SFNME R4.3, Standards for prescribing programmes 2.3)

The programme team reported the selected learning and teaching strategies will be used to support achievement of the RPS Competency framework for all prescribers. Module specifications are explicit and use the RPS Competency framework for all prescribers.

- 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

The programme is taught in England.

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

YES  NO

There is no evidence within student facing documents including handbooks and the practice supervisor and practice assessor booklet of the escalating concerns process. (Condition two) (SFNME R2.10, Standards for prescribing programmes R2.1)

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

There is no evidence within student facing documents including handbooks and the practice supervisor and practice assessor booklet of the escalating concerns process.

Condition two: BU must ensure escalating concerns process is explicit in student, practice supervisor and practice assessor documentation (SFNME R2.10, Standards for prescribing programmes R2.1)

**Date:** 17 July 2019

**Post event review**

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

Condition two:

A link to the raising concerns protocol has been added into the practice supervisors and practice assessors handbook which will be also incorporated into the student handbook. The BU raising concerns protocol is also now included in the programme virtual learning environment and a hyperlink to the document on the BU website is provided in the practice assessor and practice supervisor handbook.

Condition two is now met.

Evidence:

BU concerns protocol for raising and managing concerns in prescribing programmes, undated

Practice assessor and practice supervisor handbook, dated September 2019

**Date condition(s) met:** 29 July 2019

**Revised outcome after condition(s) met:** MET  NOT MET

Condition two is now met.  
The SFNME R2.10 is now met.  
The SPP R2.1 is now met.

**Standard 3: Practice learning**

**Approved education institutions must:**

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

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

R3.2 ensure that practice learning complies with the NMC Standards for student supervision and assessment

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

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

**Findings against the standard and requirements**

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

**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 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 discussions at the approval visit confirm suitable and effective arrangements and governance for practice learning are in place for all applicants. This is assured by effective partnership working between the teaching team and PLPs. Prescribing leads and PLP managers report how they will be involved in the selection process for applicants from their organisation. Practice supervisors and practice assessors are identified at the application stage in the application form and are prepared by BU for their role. Any self-employed applicants will be required to have a telephone interview by a member of the

programme team. PLPs report they have sufficient prescribers to be practice supervisors and practice assessors.

The programme leader is a registered nurse and together with other members of the team will undertake the role of the academic assessor for prescribing students who are registered nurses. The lead midwife for education will engage in the programme as required to support students who are midwives. The academic assessor reported that contact will be made with the practice supervisor and practice assessor at one month, three month and six months of the programme. This contact will be by email, telephone or skype.

The application form ensures that governance arrangements for practice learning are in place for all applicants, including applicants who are self-employed.

- 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. Programme documentation and findings at the approval visit confirm a range of simulation and technology-based strategies are used to support learning. The virtual learning environment was demonstrated and provides a variety of resources such as videos and online activities that can be used within the prescribing programme. The library has purchased some online resources that are integrated within the teaching materials such as anatomy TV and a clinical examination resource. Within these resources, simulation is evident. In addition, the BU has a range of clinical skills laboratories which will be used to explore practices such as consultation and assessment. Current students of the university spoke positively about the resources available on the virtual learning environment and that they are easily accessible.

- 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:** 17 July 2019

**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%), 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%)

### Findings against the standards and requirements

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

**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 not met. The mapping document demonstrates how the programme complies with NMC Standards framework for nursing and midwifery education. However, the unit specifications at both academic levels do not indicate that all learning outcomes are assessed within the programme. This must be addressed. (Condition three) (SFNME R5.11, Standards for prescribing programmes R4.1)

- 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 not met. Educational audits are in place to ensure effective systems are in place to support learning in practice.

The programme team and the PLPs reported on the relationship between the practice supervisors, the practice assessors and the academic assessors which overall complies with the NMC SSSA. However, the student handbook, the practice assessment document (PAD) and the practice supervisor/practice assessor handbook do not explicitly outline the roles and responsibilities of each of



the individuals. The programme team reported that any tripartite conversation would be recorded in the student's file within BU. The practice documentation has no place to record these discussions, so they are available to all those supporting the student's learning in practice. (Condition one) (SSSA R6.6, Standards for prescribing programmes R4.2)

It is explicit in all the documentation that the practice supervisor and practice assessor should be different people and it would only be the same person in exceptional circumstances. The PLPs state that it would be exceptional that this would ever be the same person, as they had identified a number of individuals to become practice supervisors and practice assessors that would support potential students accessing the programme. The only potential situation would be in a specialised area. The programme team report in such situations the academic assessor would visit practice to participate in a clinical observation of practice. There are opportunities to evaluate practice learning throughout the programme and the students in attendance confirmed they had had the opportunity to evaluate their experience.

BU has considered the Health Education England (HEE) (Wessex) guidance on preparing practice supervisors, practice assessors and academic assessors and have developed a series of workshops with their PLPs. There will also be a briefing day available specific to supporting prescribing students in these roles. The programme team are happy to use skype or telephone with practice supervisors and practice assessors and all will be contacted during the first month of supporting a student. There is a programme handbook available for practice supervisors and practice assessors. BU report that they are committed to ensuring all staff are prepared for their roles and this includes the academic assessor role.

The programme team have selected to maintain 78 hours learning in practice and within this require those who work with adults to undertake eight hours learning in practice with children and those that work with children to undertake eight hours learning in practice with adults. The students report that while this is interesting it depends as to where you work as to the value of the experience. The programme team reported that the PLPs requested this. However, the PLPs had mixed views on the value of this requirement.

Recommendation one: To consider removing the compulsory 8-hour element within the 78 hours clinical prescribing record. (Standards for prescribing programmes R4.2)

PLP's demonstrated a good understanding of the new NMC standards and provide assurance of sufficient numbers of practice supervisors and practice assessors to supervise and assess students.

- 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. The practice assessor is identified in the admission process and processes are in place to check prescriber qualifications and appropriate experience as a prescriber to support the student. This detail is contained in the admission form and is checked by the programme leader.

- 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

The unit specifications do not assess all learning outcomes of the programme. (Condition three) (SFNME R5.11, Standards for prescribing programmes R4.1)

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met

YES  NO

The roles and responsibilities of the practice supervisor, practice assessor and academic assessor are not explicit within the documentation. (Condition one) (SSSA R6.6, Standards for prescribing programmes R 4.2)

### Outcome

**Is the standard met?**

MET  NOT MET

The unit specifications do not assess all learning outcomes of the programme.

Condition three: Review unit specifications to ensure all intended learning outcomes are assessed. (SFNME R5.11, Standards for prescribing programmes R4.1)

The roles and responsibilities of the practice supervisor, practice assessor and academic assessor are not explicit within the documentation.

Condition one: Review all documentation to clarify the role, responsibilities and relationships between practice supervisor, practice assessor and academic assessor. (SSSA R6.6, Standards for prescribing programmes R4.2)

**Date:** 17 July 2019

### Post event review

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

Condition one:

A practice supervisor, practice assessor and academic assessor handbook has been produced to clarify the roles and responsibilities of all concerned. The portfolio document has also been updated to provide clarity.

Condition one is met.

Evidence:

Practice assessor and practice supervisor handbook, dated September 2019

Portfolio document, undated.

Condition three:

The unit specifications have been reviewed to ensure all intended learning outcomes are assessed in one or more of the summative assessments.

Condition three is met.

Evidence:

Programme specification level six, undated

Programme specification level seven, undated

Unit specification level six, undated

Unit specification level seven, undated

**Date condition(s) met:** 29 July 2019

**Revised outcome after condition(s) met:** MET  NOT MET

Condition one and three are now met.

The SFNME R5.11 is now met.

The SSSA R6.6 is now met.

The SPP R4.1, R4.2 are now met.

### **Standard 5: Qualification to be awarded**

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

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

**Findings against the standards and requirements**

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

- 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:
  - a community practitioner nurse (or midwife) prescriber (V100/V150), or
  - a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

YES  NO

- 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  NO

- 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  NO

- 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  NO

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

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

**Date:** 17 July 2019

**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)	<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)	<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)	<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 confirmation by the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>SUC information handbook, undated</p> <p>Programme timetable, undated</p> <p>Practice assessor and practice supervisor handbook, dated September 2019</p> <p>Programme specification level six, undated</p> <p>Programme specification level seven, undated</p> <p>BU concerns protocol for raising and managing concerns in prescribing programmes, undated</p> <p>Unit specification level six, undated</p> <p>Unit specification level seven, undated</p> <p>Portfolio document, undated</p> <p>Post approval visit documentary evidence to meet conditions:</p> <p>BU concerns protocol for raising and managing concerns in prescribing programmes, undated</p> <p>Practice assessor and practice supervisor handbook, dated September 2019</p> <p>Portfolio document, undated.</p> <p>Programme specification level six, undated</p> <p>Programme specification level seven, undated</p> <p>Unit specification level six, undated</p> <p>Unit specification level seven, undated</p>		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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"/>
<p>If yes, please identify cohort year/programme of study:                      Five students attended the approval visit:                      One from 2014 cohort.                      Three from 2018 cohort.                      One from 2019 cohort</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
<p>Additional comments                      Met with the service user co-coordinator for BU.</p>		

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

	<b>YES</b>	<b>NO</b>
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 checked="" type="checkbox"/>	<input 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  
BU is an established AEI and it was not necessary to visit facilities.

Additional comments:

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

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