Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Programme approval visit report

Section one

Programme provider name:	Coventry University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	University Hospital Coventry & Warwickshire NHS Trust
	George Eliot Hospital NHS Trust
	South Warwickshire NHS Foundation Trust
	Coventry and Warwickshire NHS Partnership Trust
	York Teaching Hospitals NHS Foundation Trust
	Birmingham Women and Children's NHS Foundation Trust
	Humber Teaching NHS Foundation Trust
	West London Mental Health NHS Trust
	Nottinghamshire Healthcare NHS Trust
	Tees, Esk and Wear NHS Foundation Trust
	University Hospital Birmingham NHS Trust
	The Royal Wolverhampton NHS Trust
	Private, voluntary and independent healthcare providers
Programmes reviewed:	Independent and supplementary nurse prescribing V300 ☒
	Community practitioner nurse prescribing V150 ☒
	Community practitioner nurse prescribing V100 ☐
Academic level:	

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Title of programme(s):	Practice Certificate in Independent and Supplementary Prescribing (Degree and Masters) Community Practitioner Nurse Prescribing
Date of approval visit:	6 August 2019
Programme start date: Independent and supplementary nurse prescribing V300 Community practitioner nurse prescribing V150 Community practitioner nurse prescribing V100	24 September 2019 24 September 2019 N/A
QA visitor:	Kevin Gormley

Summary of review and findings

The school of nursing, midwifery and health (SNMH), Coventry University (CU) is seeking approval for the 40-credit, independent and supplementary nurse prescribing programme (V300) and 20-credit V150 prescribing programme against the Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC, 2018). The V300 independent and supplementary nurse prescribing will be offered as a postgraduate and undergraduate programme of study and is taught over two modules each lasting 13 weeks. The V150 programme will be offered at undergraduate level delivered over six taught days and 10 days of supervised practice.

The partnership between CU SNMH and practice learning partners (PLPs) is robust with evidence of active and effective engagement at an operational and strategic level. The programme is to be offered at two CU campuses (Coventry and Scarborough) and there is good evidence of effective communication networks between academic staff delivering the programme and PLPs from each of these geographical areas that ensures consistency and comparability of the students' experience across differing practice learning environments including midwifery.

The Standards framework for nursing and midwifery education (SFNME) is met at programme level.

The Standards for student supervision and assessment (SSSA) are not met at programme level.

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

20 August 2019:

Evidence was provided that the changes required to meet the two conditions have been made. The two conditions 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	☐

Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources** None identified **Selection, admission and progression** None identified **Practice learning** Condition one: Provide confirmation that the preparation of practice supervisors is satisfactorily recorded. (SSSA R1.4, SPP R4.2) Condition two: Amend the audit process for self-employed applicants to ensure the suitability of the practice learning environment. (SPP R3.1) **Assessment, fitness for practice and award** None identified **Education governance: management and quality assurance** None identified
Date condition(s) to be met:	23 August 2019
Recommendations to enhance the programme delivery:	Recommendation one: The range of teaching strategies could be extended to include greater use of simulated practice that would provide additional opportunities for students to engage with service users and consider individuals with specific needs. (SPP R2.3, R3.3)
Focused areas for future monitoring:	The capacity of practice supervisors and assessors, who are effectively prepared to support practice learning and meet NMC Standards for SSSA.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions
CU have provided additional documentation to confirm that the preparation of practice supervisors is satisfactorily recorded (SSSA R1.4. SPP R4.2). Condition one is now met.

CU have amended the audit process for self-employed applicants to ensure the suitability of the practice learning environment (SPP R3.1). Condition two is now met.

The SSSA are now met.

The SPP are now met.

AEI Observations	**Observations have been made by the education institution YES ☒ NO ☐**
Summary of observations made, if applicable	The AEI confirmed that six students were in attendance at the approval visit and that the taught component of the V150 is six days. These two observations have been reflected in the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	20 August 2019

Section three

NMC Programme standards
Please refer to NMC standards reference points

Standards for prescribing programmes (NMC, 2018)

Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (October 2018)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

We found good examples of positive and effective partnership working between CU and key stakeholders. PLPs and the CU teaching team told us that there is a planned approach to support practice learning and there is good documentary evidence of shared ownership of the programmes. The deputy head of school provided a valuable overview of the strategic and operational partnership structures that enable effective monitoring and proactive interventions that support programme delivery. The programme coordinator is an appointed associate professor and leads a teaching team with multi professional backgrounds including nursing from different fields of practice, a pharmacist, podiatrist and midwifery

expertise. This combined knowledge and expertise provides an informed perspective to deliver the programme and provide the necessary advice and support for students and practice partners. The CU teaching team told us that student feedback is regularly reviewed and where necessary appropriate actions are put in place through the university programme monitoring procedures. Students were complimentary about the level of faculty support, the availability of teaching resources and the overall quality of the prescribing programmes. The students told us that the level of communication between CU staff and PLPs was excellent and that any matters of concern that periodically arose were always resolved to their satisfaction. We met with two service users and carers who were committed to their involvement and complimentary in their views about the programme. They told us that they had attended curriculum planning meetings and were well prepared and supported. They also told us that they had been involved in assessing students via OSCEs and would welcome an opportunity to contribute toward the delivery of the programmes (Recommendation one). There was a comprehensive programme of preparation for practice supervisors and assessors for the V300 and V150 programme and evidence that CU and PLPs were working collaboratively in the implementation of this training.

It was not clear how CU proposed to ensure and record practice supervisors' understanding of the programme and their new role following training and this needs to be addressed. (Condition one) (SSSA R1.4, SPP R4.2)

The auditing of practice placements for NHS applicants to the programmes was transparent and robust. For applicants that are self-employed, the role of the CU teaching team in ensuring the quality of the proposed learning environment requires clarification and must be addressed. (Condition two) (SPP R3.1)

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*

$$\text{MET} \boxtimes \qquad \text{NOT MET} \square$$

Gateway 2: *Standards for student supervision and assessment*

$$\text{MET} \square \qquad \text{NOT MET} \boxtimes$$

The auditing of practice placements for NHS applicants to the programmes was transparent and robust. However, for applicants that are self-employed, the role of the CU teaching team in ensuring the quality of the proposed learning environment requires clarification and must be addressed. (Condition two) (SPP R3.1)

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

It was not clear how CU proposed to ensure and record practice supervisors' understanding of the programme and their new role following training and this needs to be addressed.

Condition one: Provide confirmation that the preparation of practice supervisors is satisfactorily recorded. (SSSA R1.4 SPP R4.2)

For applicants that are self-funding, the role of the CU teaching team in ensuring the quality of the proposed learning environment requires clarification and must be addressed.

Condition two: Amend the audit process for self-employed applicants to ensure the suitability of the practice learning environment. (SPP R3.1)

Post event review

Identify how the condition(s) is met

Condition one: CU have provided additional documentation to confirm that the preparation of practice supervisors is satisfactorily recorded. Condition one is now met.

Evidence:

CU (2019a) practice supervisor preparation, 2019

Condition two: CU have amended the audit process for self-employed applicants to ensure the suitability of the practice learning environment. Condition two is now met.

Evidence:

CU (2019b) practice placement audit, undated

Date condition(s) met: 20 August 2019

Revised outcome after condition(s) met   MET ☒   NOT MET ☐

Condition one and two are met.

SSSA R1.4 is now met.

SPP R4.2 and R3.1 are now met.

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** ☐

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

M M
MOTT
MACDONALD

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** ☐

The CU teaching team and students confirmed that the application form requires the line manager/prescribing lead of potential students to confirm that students will be supported with protected learning time and that the necessary governance structures are in place to support learning and prescribing within the student's role on qualification. PLPs and the teaching team told us that, where protected learning time becomes a matter for concern, a meeting would be arranged with the student's line manager, academic assessor, practice assessor and/or supervisor and the student. We were told that if the issue is due to unforeseen circumstances, such as staffing issues within a practice learning environment, the university has a formal process to enable the student to have more time to complete their practice hours.

- 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** ☐

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

- 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 <u>Standards for prescribing programmes</u> and <u>Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers)</u> will be met through the transfer of existing students onto the proposed programme.

CU confirmed that no existing students will be transferring to the new programme.

Assurance is provided that Gateway 1: <u>*Standards framework for nursing and midwifery education*</u> relevant to selection, admission and progression are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 6 August 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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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** ☐

The V300 and V150 programmes utilise appropriate education strategies that are conducive with the programmes' over-arching approach to learning. The programme timetables utilise teaching and learning strategies to support the achievement of the RPS competency framework for all prescribers, as necessary for safe and effective prescribing practice. Case studies, role play and facilitated learning are used to support the lead lectures, enabling students to work in partnership with other health professionals and apply the theory to practice in a safe environment. The supervised practice element of the programme requires students to practice the competencies required by the RPS competency framework for all prescribers, as necessary for safe and effective prescribing practice, under the direct supervision of a practice supervisor. The panel

recommended that the range of teaching strategies could be extended to include greater use of simulated practice and that would provide additional opportunities for students to engage with service users and consider individuals with specific needs. (Recommendation one) (SPP R2.3, R3.3)

- 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 delivered in England.

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** ☐

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

M
MOTT
MACDONALD
M

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 6 August 2019		

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 not met. CU and PLPs clearly demonstrate partnership working to deliver a suitable and effective practice learning environment. The level of governance and support between the partners is well described in the documentation and was confirmed at the approval visit. We were told by PLPs that the communication and engagement strategy for practice supervisors assessors and academic assessors with students is robust and transparent. The auditing of practice placements for NHS applicants to the programmes was transparent and robust. For applicants to the programmes that are self-employed, the CU teaching team need to ensure the quality of the proposed learning environment. (Condition two) (SPP R3.1)

- 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. Throughout the documentation there is reference to the availability of online teaching and learning resources and for students being able to access and download resources. The programme timetables utilise teaching and learning strategies to support safe and effective prescribing practice. Case studies and facilitated online learning are used to support the lead lectures, enabling students to work in partnership with other health professionals and apply theory to practice in a safe environment.

The panel recommended that the range of teaching strategies could be further extended to include greater use of simulated practice and provide additional opportunities for students to engage with service users and consider individuals with specific needs. (Recommendation one) (SPP R2.3, R3.3)

- 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** ☒

For applicants to the programmes that are self-employed, the CU teaching team need to ensure the quality of the proposed learning environment.

Condition two: CU team must amend the audit process for self-employed applicants to ensure the suitability of the practice learning environment. (SPP R3.1)
Date: 6 August 2019
Post event review
Identify how the condition(s) is met: Condition two: CU have amended the audit process for self-employed applicants to ensure the suitability of the practice learning environment.   Condition two is now met.   Evidence: CU (2019b) practice placement audit, undated
Date condition(s) met: 20 August 2019
Revised outcome after condition(s) met: MET ☒ NOT MET ☐   Condition two is now met.   SPP R3.1 is met.

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)

<div align="center">

MET ☒   **NOT MET** ☐

</div>

The CU teaching team undertake educational audits to ensure that appropriate and effective systems and processes are in place for students within a positive practice learning environment. The documentation outlines policies and frameworks to support student supervision, learning and assessment. The educational audit process identifies the availability of a nominated person who will actively support students and address their concerns. The course assessments are in line with the RPS single competency framework and NMC standards for nurse prescribing, and the students told us that course work was rigorous and

robust with good supportive feedback. Practice learning is evaluated and there is effective communication between the practice assessor and the university through the programme leader and academic assessors to identify areas of improvement. Practice learning is evaluated and there is effective communication between the practice assessor and the university through the programme leader and academic assessors to identify areas of improvement. According to the documentation, practice learning is evaluated regularly and there appears to be effective communication. We were told by the PLPs and CU team that students will identify an appropriately prepared practice supervisor and practice assessor before starting the course and there was a satisfactory plan to provide supervision for students. Students are advised about the procedure for raising or escalating a concern both within the practice and university learning environments. Students told us that they know who to contact if they are experiencing difficulties with their studies and they are confident that any matters raised would be addressed. Practice supervisors and practice assessors know to contact the students' academic assessor or programme director if they have concerns with students. The NMP student handbooks and Moodle pages contain information for students regarding the university's welfare and support services.

- 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** ☒

The documentation outlines policies and frameworks to support student supervision, learning and assessment. It is not clear how CU intended to ensure and record practice supervisors' understanding of the programme and their new role following their training and this needs to be addressed. (Condition one) (SSSA R1.4, SPP R4.2)

- 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** ☐

Documentary evidence provides guidelines and demonstrates that processes are in place to assign each student to a practice assessor who is both a registered healthcare professional and an experienced prescriber. At the approval event the unusual circumstances where the practice supervisor must also assume the role of practice assessor was discussed and a clear procedure was in place.

- 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** ☒

![Nursing & Midwifery Council]

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

M MOTT MACDONALD

It is not clear how CU intended to ensure and record practice supervisors' understanding of the programme and their new role following their training and this needs to be addressed. (Condition one) (SSSA R1.4, SPP R4.2)

Outcome

Is the standard met?	MET ☐	NOT MET ☒

It is not clear how CU intended to ensure and record practice supervisors' understanding of the programme and their new role.

Condition one: The teaching team must provide confirmation that the preparation of practice supervisors is satisfactorily recorded. (SSSA R1.4 SPP R4.2)

Date: 6 August 2019

Post event review

Identify how the condition(s) is met:

Condition one: CU have provided additional documentation to confirm that the preparation of practice supervisors is satisfactorily recorded.

Condition one is now met.

Evidence:

CU (2019a) practice supervisor preparation, 2019

Date condition(s) met: 20 August 2019

Revised outcome after condition(s) met:	MET ☒	NOT MET ☐

Condition one is now met.

SSSA R1.4 is met.

SPP R4.2 is 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: 6 August 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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Practice placement handbook	☒	☐
PAD linked to competence outcomes, and mapped against RPS *A Competency Framework for all Prescribers*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the programme meets the *Standards for prescribing programmes* and RPS *Standards of proficiency for prescribers* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme – registration checked on relevant regulators website	☒	☐

Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	☒	☐
List additional documentation: Care Quality Commission (CQC) quality reports: CQC Birmingham Children's Hospital, 2017 CQC Coventry and Warwickshire Partnership NHS Trust, 2018 CQC Cow Lees Care Home, 2017 CQC George Elliot Hospital NHS Trust, 2018 CQC St Andrew's Healthcare, 2014 CQC University Hospital Coventry and Warwickshire NHS Trust, 2018 CQC York Teaching Hospital NHS Foundation Trust, 2018 Post approval documentary evidence CU (2019a) practice supervisor preparation, 2019 CU (2019b) practice placement audit, undated		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐

If yes, please identify cohort year/programme of study:		
Six V300 students		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation No students on the V150 programme were available to attend the approval.		
Additional comments		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings		
If you stated no above, please provide the reason and mitigation CU is an established AEI and provider of NMC programmes. The approval did not require clinical area or facilities to be visited.		
Additional comments:		

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:	Kevin Gormley	Date:	30 August 2019
Checked by:	Pam Page	Date:	11 September 2019
Approved by:	Leeann Greer	Date:	19 September 2019
Submitted by:	Amy Young	Date:	20 September 2019