

Programme approval visit report

Section one

Programme provider name:	Keele University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Mid Cheshire Hospitals NHS Trust Midlands Partnership Foundation NHS Trust in 2018 North Staffordshire Combined Healthcare NHS Trust University Hospitals of North Midlands NHS Trust (previously University Hospital of North Staffordshire NHS Trust) Private, voluntary and independent health care providers
Programmes reviewed:	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V150 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V100 <input type="checkbox"/>
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

<p>Community practitioner nurse prescribing V100</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Title of programme(s):</p>	<p>Independent/Supplementary Nursing Prescribing (V300) Nurse Prescribing without a Specialist Practitioner Qualification (V150)</p>
<p>Date of approval visit:</p>	<p>26 June 2019</p>
<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="23 September 2019"/></p> <p><input type="text" value="23 September 2019"/></p> <p><input type="text" value="N/A"/></p>
<p>QA visitor:</p>	<p>Dianne Bowskill</p>

Section two

Summary of review and findings

Keele University is an approved education institution (AEI) and the school of nursing and midwifery (the school) is experienced in delivering nurse prescribing programmes. The school presented the community practitioner prescribing (V150) programme and the independent and supplementary prescribing (V300) programme for approval. The proposed programmes are mapped to the Standards for prescribing programmes (NMC, 2018) and the Standards of proficiency for nurse and midwife prescribers (adoption of the Royal Pharmaceutical Council (RPS) Competency Framework for all Prescribers) (NMC, 2018).

The proposed V150 programme is to be delivered as a standalone part-time programme at level six comprising 30 academic credits. The proposed V300 programme is a part-time standalone programme at level six and level seven comprising 30 academic credits. The V300 programme at academic level seven can be taken as a standalone programme or within a formal postgraduate programme. The independent and supplementary prescribing programme (V300) has approval with the Health and Care Professions Council and there will be opportunities for interprofessional learning.

Documentary evidence and discussion at the approval visit confirms effective partnership working between the AEI and key stakeholders; practice learning partners (PLPs) students and service users.

The Standards framework for nursing and midwifery education (SFNME) are not met at programme level as a condition applies.

The Standards for student supervision and assessment (SSSA) are met at programme level.

The programme is recommended for approval to the NMC with one condition. There are two university conditions. The visitor made one recommendation. There are two university recommendations.

Updated 13 August 2019

Evidence is provided that the changes required to meet the condition have been made. The NMC condition is met. The university conditions are also 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 <input type="checkbox"/>
<p>Conditions:</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>Effective partnership working: collaboration, culture, communication and resources</p> <p>None identified</p> <p>Selection, admission and progression</p> <p>None identified</p> <p>Practice learning</p> <p>Condition one: In Gateway three, section one and linked to Gateway one, the programme team must add details of private sector placements and postcode information for all practice learning partners. (Standards framework for nursing and midwifery education R2.12)</p> <p>Assessment, fitness for practice and award</p> <p>None identified</p> <p>Education governance: management and quality assurance</p> <p>Condition two: The programme team must review the marking criteria used for objective structured clinical examinations (OSCEs) to ensure that the full range of marks is accessible. (University condition)</p> <p>Condition three: Review and make corrections to all documentation to eliminate typographical errors and remove reference to the term mentors. (university condition)</p>
<p>Date condition(s) to be met:</p>	7 August 2019
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team are to consider mapping the teaching content of the V150 and V300 programmes to enable a clearer recognition of prior learning (RPL) process for students who have completed the V150 and subsequently wish to complete the V300. (SFNME R2.8; Standards for prescribing programmes (SPP R1.4))</p> <p>Recommendation two: The panel recommends that a statement is added to the programme specification that students on the programme are subject to the</p>

	<p>university's fitness to practise regulation (Regulation B5). (University recommendation)</p> <p>Recommendation three: The panel recommends that the programme team re-visit the intended learning outcomes (ILOs) for the modules to consider the use of "critical analysis" at Level six and higher order skills at Level seven, for example "synthesise". (University recommendation)</p>
Focused areas for future monitoring:	<ul style="list-style-type: none"> •Implementation of the SSSA from an AEI, PLP and student perspective •Monitor agreed study time •Monitor opportunities for RPL for students completing the V150 programme who return to study the V300 programme

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
<p>The university has updated all practice learning partner information in Gateway one. Condition one is now met.</p> <p>The university has confirmed that conditions one and two are now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	13 August 2019

Section three

NMC Programme standards
<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>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u><i>Standards framework for nursing and midwifery education</i></u> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</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 supported by discussion at the approval visit with the programme team, PLPs, students and service users confirm effective partnership working to develop the V150 and V300 programmes presented for approval.

Through collaboration and partnership working a governance process to enable admission, support, supervision and assessment of students is in place. The AEI has worked closely with surrounding AEIs and PLPs to implement a regional prescribing application form to enable applications from NHS, non-NHS and private health services. The initiative is welcomed by students and stakeholders.

Governance of practice learning is supported by the requirement for educational audit in environments where practice learning will take place. Currently the V300 programme is supported by designated medical practitioners which will continue for allied health professionals. Collaborative arrangements by the PLPs and AEI to implement the SSSA are in place, including preparation for the roles to support prescribing students. The criteria for practice supervisor and practice assessor roles is compliant with the SSSA and are detailed in the V150 and V300 admission and programme documentation. PLPs have confirmed commitment to release practitioners and prescribers to take the roles of practice supervisor and assessor and time to support student learning. PLP representatives are happy to support and release practitioners and experienced prescribers to undertake roles of practice assessor and practice supervisor. At the approval visit former students expressed a willingness to undertake the role of practice assessor. In addition to requirements for preparation for the role, PLPs and the AEI have agreement to provide continuing professional development for prescribers taking the role of practice assessor. PLPs expressed knowledge of and confidence in these arrangements.

Service users told us of their involvement in the development and delivery of content relating to interaction with patients. Service user perspectives are timetabled sessions and students confirmed the effectiveness of service user involvement with programme content and its positive impact on their learning. As a direct outcome of service user involvement the AEI include Maketon signs in their teaching.

The programme is subject to standard university evaluation processes and we found documentary evidence of action taken to address student feedback. Students had knowledge of changes made in response to previous cohort evaluations. Student evaluation of the current V300 programme informed the decision to remove assessment of learning outcomes by a portfolio. At the approval visit former V300 students felt their programme feedback had been addressed but there was mixed support for removal of the full portfolio element of assessment. Students, and PLPs confirmed their involvement in the development of the proposed prescribing programme and in particular their support for the higher level of entry requirements to the programme.

Documentary evidence and discussion at the approval visit confirms the prescribing programme lead and core members of the teaching team have prescribing qualifications and current clinical experience in adult, mental health and child areas of nursing practice. The programme lead has oversight of the programme and assurance is given that sufficient academic and practice learning resources are available. Students at the visit spoke highly of support provided by the programme team. They confirmed there are sufficient academic resources available to them on the programme.

The AEI has provided some information related to PLPs who work in partnership with the AEI for the delivery of these programmes. However, further details of private sector placements and postcode information for quality assurance purposes is required. (Condition one) (Standards framework for nursing and midwifery education R2.12)

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

The AEI has provided some information related to PLPs who work in partnership with the AEI for the delivery of these programmes. However, further details of private sector placements and postcode information for quality assurance purposes is required. (Condition one) (Standards framework for nursing and midwifery education R2.12)

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

The AEI has provided some information related to PLPs who work in partnership with the AEI for the delivery of these programmes. However, further details of private sector placements and postcode information for quality assurance purposes is required. (Condition one)

Condition one: In Gateway three, section one of the NMC hub and linked to Gateway one, the programme team must add details of private sector placements and postcode information for all practice learning partners. (SFNME R2.12)

Post event review

Identify how the condition(s) is met

Condition one: The AEI has updated all information related to PLPs for the delivery of these programmes in Gateway one. Condition one is now met.

Evidence:

Viewing of information in Gateway one, 13 August 2019

Date condition(s) met: 13 August 2019

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

Condition one is now met.

Assurance is provided that the SFNME R2.12 is 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

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. There is evidence that governance structures are in place including clinical support and protected learning time for the V150 and V300 programmes.

The AEI has worked closely with surrounding AEs and PLPs to implement a regional prescribing application form to enable applications from NHS, non-NHS and private health services. Students and stakeholders at the visit welcomed the initiative. PLPs at the visit confirmed a process of internal selection and support for applicants from their organisations. All applications are subject to scrutiny by the programme lead to assure entry criteria is met and this includes confirmation of professional registration, time release and appropriate manager support.

Governance of practice learning is supported by the requirement for educational audit where practice learning will take place. Currently the V300 programme is supported by designated medical practitioners which will continue for allied health professionals. Collaborative arrangements by the PLPs and AEI to implement the SSSA are in place including preparation for the roles to support prescribing students. The criteria for practice supervisor and practice assessor roles is compliant with the SSSA and are detailed in the V150 and V300 admission and programme documentation. PLPs at the visit confirmed commitment to release practitioners and prescribers to take the roles of practice supervisor and assessor and support student learning. At the approval visit former students expressed a willingness to undertake the role of practice assessor. In addition to requirements for preparation for the role PLPs and the AEI have agreement for continuing professional development for prescribers taking the role of practice assessor. PLPs expressed knowledge of and confidence in these arrangements.

- 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.

The AEI has confirmed that current students will complete their studies on the existing programmes. No students will transfer to the new programmes.

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

YES NO

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)

MET **NOT MET**

R2.3 is met. Documentary evidence and discussion at the approval visit confirms the structure of the programme. A range of learning and teaching strategies are utilised to support the achievement of students to meet the RPS competencies. Students at the visit spoke positively of the use of case studies to support teaching and learning that reflect real prescribing scenarios.

The programme specification for the V150 and V300 provide statements of the education philosophy, educational aims and learning outcomes.

There is a mapping document which assures that the programme learning outcomes, teaching and assessment in the V150 and V300 programmes are mapped to confirm student achievement of the RPS competency statements in the programme.

- 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

<ul style="list-style-type: none"> Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.6) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>The programme is not delivered in Wales.</p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 1 July 2019</p>

<p>Standard 3: Practice learning</p>
<p>Approved education institutions must:</p> <p>R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R3.2 ensure that practice learning complies with the NMC <u>Standards for student supervision and assessment</u></p> <p>R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment</p> <p>R3.4 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC <u>Standards for student supervision and assessment</u></p>
<p style="text-align: center;">Findings against the standard and requirements</p>
<p>Evidence provides assurance that the following QA approval criteria are met:</p> <p>Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met</p>

- 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. Effective arrangements and governance are in place for practice learning for all applicants. Governance of practice learning is supported by the requirement for educational audit in environments where practice learning will take place. Applicants are asked to provide details of governance arrangements on the regional prescribing application form and the programme lead at the visit confirmed this is checked and documented on the application checklist.

The criteria for practice supervisor and practice assessor roles is compliant with the SSSA and are detailed in the V150 and V300 admission and programme documentation. The process for allocation of practice supervisor, practice assessor and academic assessor are clearly detailed in documentary evidence. This was confirmed by the programme team at the approval event.

PLPs are committed to release practitioners and prescribers to take the roles of practice supervisor and assessor and to support student learning. Agreements for time release, indemnity, and practice supervision and practice assessment for self-employed applicants are scrutinised by the programme lead in an individual consultation prior to admission.

- 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. Documentary evidence and discussion at the approval visit confirms the structure of the V150 and V300 programmes with opportunity for technology enhanced learning. Students use the 'self-medicate' software to prepare for and complete numeracy assessment. The V150 and V300 programmes utilise a blended learning approach where students access case studies through the virtual learning environment. Simulation based learning is used to support practice learning such as prescription writing and patient consultation in preparation for the assessment of practice learning. PLPs at the approval visit confirmed the involvement of their staff in the development of interactive practical examinations.

- 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: 1 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 met. Documentary evidence supported by discussion with the programme team confirm the process by which the practice supervisor, practice assessor and academic assessor will work in partnership to support and assess practice learning. There is evidence of shared responsibility and partnership working to provide support, supervision, learning and assessment for the prescribing programmes.

Through collaboration and partnership working a governance process to enable admission, support, supervision and assessment of students is in place. The AEI has worked closely with surrounding AEIs and PLPs to implement a regional prescribing application form to enable applications from NHS, non-NHS and private health services. Governance of practice learning is supported by the

requirement for educational audit in environments where practice learning will take place.

The information handbook for assessors and supervisors outlines responsibilities of each role and the process by which the AEI will support partnership working. The training module for practice supervisors and practice assessors has a specific session on strategies to support the student in practice learning.

Students are provided feedback on progress to achievement of RPS competencies in practice by completion of an interim assessment by the practice assessor. Student progress to achievement of RPS competencies is initially self-reported by the student but the achievement of competencies is assessed and verified by the practice assessor.

Documentary evidence and discussion at the event with the programme team and a past DMP confirms there is a mechanism for supporting students who are not showing progress as expected and that those responsible for student assessment are aware of this process.

Documentary evidence and discussion at the approval event confirm that pastoral and tutorial support is available to students. This is confirmed by former students who spoke highly of the support they have received.

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

MET **NOT MET**

R4.2 is met. Evidence submitted to gateway two demonstrates compliance with NMC standards for student supervision and assessment which is applied at programme level. Documentary evidence and discussion at the event assure a clear process for the allocation and preparation of practice supervisor, practice assessor and academic assessor roles.

The regional prescribing application form asks the student to identify a practice supervisor and assessor who meet NMC SSSA and a governance process is in place to check nominated individuals fit the role requirement.

We confirmed collaborative arrangements by the PLPs and AEI to implement the SSSA are in place, including preparation for the roles to support prescribing students. The criteria for practice supervisor and practice assessor roles is compliant with the SSSA and are detailed in the V150 and V300 admission and programme documentation. PLPs have confirmed commitment to release practitioners and prescribers to take the roles of practice supervisor and assessor and time to support student learning.

The information handbook for assessors and supervisors outlines the role requirements and training for practice supervisor and practice assessor. This document details that the practice supervisor and assessor should not be the same person and individual scrutiny of applications by the programme lead assures this requirement.

In addition to requirements for preparation for the role PLPs and the AEI have agreement for continuing professional development for prescribers taking the role

of practice assessor. PLPs expressed knowledge of and confidence in these arrangements.

- Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience (R4.3)

YES NO

- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)

YES NO

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Processes are in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking (R4.5)

MET NOT MET

R4.5 is met. Documentary evidence demonstrates assurance that the student is assigned a practice assessor who is a registrant and experienced prescriber. The regional prescribing application form asks the student to identify a practice assessor who meets NMC SSSA and university criteria for the role. There is a robust governance process by which the programme lead checks application information. Nominated individuals for the role of practice assessor have their details checked against role requirements and this check includes confirmation of registration and prescribing status on the professional register.

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

YES NO

- Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

YES NO

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

YES NO

- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:
 - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
 - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).
- YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 1 July 2019

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 1 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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"/>
List additional documentation: Post event to meet condition: Gateway one documentation related to PLPs for these programmes accessed, 13 August 2019		
If you stated no above, please provide the reason and mitigation The proposed programmes are standalone, and a student university handbook is not therefore provided by the AEI. The AEI has not provided a mapping document for gateway one but there is some prescribing specific documentation in gateway one hub. The AEI has not provided a mapping document for gateway two. Prescribing specific documentation is provided in the gateway two hub and evidence that SSSA is met at programme level.		
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: V300 independent and supplementary prescribing current cohort V300 independent and supplementary prescribing 2016 cohort		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you stated no above, please provide the reason and mitigation		
Additional comments		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings		
If you stated no above, please provide the reason and mitigation This is an established AEI and therefore visits to facilities are not required.		
Additional comments:		

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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:	Dianne Bowskill	Date:	23 July 2019
Checked by:	Judith Porch	Date:	17 August 2019
Approved by:	Leeann Greer	Date:	29 August 2019
Submitted by:	Alex Brooker	Date:	27 August 2019