

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	University of Bedfordshire
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Buckinghamshire Healthcare Trust Central and North West London NHS Foundation Trust East and North Hertfordshire NHS Trust Essex Partnership University NHS Foundation Trust Frimley Park NHS Trust Hertfordshire Community NHS Trust Luton And Dunstable Hospital NHS Foundation Trust Milton Keynes Hospital NHS Trust Oxford University Hospitals NHS Foundation Trust West Hertfordshire Hospitals NHS Trust Private voluntary and independent health care providers
<b>Programmes reviewed:</b>	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V150 <input type="checkbox"/> Community practitioner nurse prescribing V100 <input type="checkbox"/>
<b>Academic level:</b>	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10

	<input type="checkbox"/> Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11
<b>Title of programme(s):</b>	Nurse and Midwife Independent and Supplementary Prescribing (V300)
<b>Date of approval visit:</b>	17 May 2019
Programme start date: Independent and supplementary nurse prescribing V300 Community practitioner nurse prescribing V150 Community practitioner nurse prescribing V100	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">30 September 2019</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">N/A</div> <div style="border: 1px solid black; padding: 2px;">N/A</div>
<b>QA visitor:</b>	Mark Lovatt

**Section two**

Summary of review and findings
<p>The University of Bedfordshire presented the independent and supplementary nurse prescribing (V300) programme for approval against the Nursing and Midwifery Council (NMC) Standards for prescribing programmes (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 programme including guided learning equates to 23 days and the practice element is 12 days over a 30 week period.</p> <p>The documentary evidence, and responses at the approval visit, confirm the programme meets the Standards for prescribing programmes (SPP) (NMC, 2018) and there are effective support frameworks in line with the requirements of the Standards for student supervision and assessment (SSSA) (NMC, 2018). Arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).</p> <p>The programme is recommended to the NMC for approval subject to two specific conditions. The Visitor made one recommendation.</p> <p>Updated 20 July 2019</p> <p>Evidence is provided to meet the conditions. The conditions are met.</p> <p>The programme is recommended to the NMC for approval.</p>

Recommended outcome of the approval panel	
<p><b>Recommended outcome to the NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources</b></p> <p>Condition one: The AEI must provide documentary evidence that confirms practice learning partners (PLPs) are involved in the design, development, delivery and evaluation of the prescribing programme. (SFNME R1.12, SPP R2.1)</p> <p>Condition two: The AEI must provide documentary evidence that confirms that PLPs adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment,</p>

<i>institution in nature or specific to NMC standards.</i>	<p>including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of the prescribing programme. (SFNME R2.5, SPP R2.1)</p> <p><b>Selection, admission and progression</b> None identified</p> <p><b>Practice learning</b> None identified</p> <p><b>Assessment, fitness for practice and award</b> None identified</p> <p><b>Education governance: management and quality assurance</b> None identified</p>
<b>Date condition(s) to be met:</b>	14 June 2019
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: Strengthen students' awareness of processes available for them to formally evaluate the prescribing programme. (SFNME R3.18)
<b>Focused areas for future monitoring:</b>	Consistency of practice learning partner, service user and carer involvement in the ongoing development, delivery and evaluation of the programme.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions</b>	
<p>The programme team have provided documentary evidence confirming how practice learning partners are to be involved in the programme and the partnership approach to shared programme responsibility which meets the conditions. Condition one and two are met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	We acknowledge receipt of the report and confirm information is factually accurate. We have submitted our response to conditions and will work on the

	recommendations and areas for future monitoring over the coming year.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	20 July 2019

**Section three**

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

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

communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

**Standard 1: Organisation of practice learning:**

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

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

**Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria**

Documentary evidence submitted prior to the visit demonstrates there is collaboration between PLPs and the approved education institution (AEI), at strategic and operational levels, to oversee nursing programmes delivered. This evidence relates to pre-registration nursing and midwifery programmes where the AEI works in partnership with a range of PLPs to assure public safety and protection using regionally agreed processes and practices. Whilst these documents provide evidence of a general intent to share responsibility and work in



partnership, it is unclear how this philosophy applies to the independent and supplementary nurse prescribing programme. The extent of PLP involvement with the prescribing programme and the mechanisms in place to assure its ongoing viability are not specific or clear. There is no documentary evidence or evidence from the visit of effective partnerships indicating PLPs are involved in the design, development, delivery or co-production of this programme. The AEI and PLPs must address how PLPs are to be involved in the co-production and delivery of the programme. (Condition one) (SFNME R1.12, SPP R2.1)

The university works with several PLP stakeholders, but only one strategic level representative was able to comment on the extent of their involvement with the prescribing programme at the approval visit. Whilst this PLP demonstrates some evidence of collaborative working regarding nursing programmes offered by the AEI, and co-operation with quality measures such as audit, nothing specific to the prescribing programme is identified. There is no evidence to confirm how the AEI and PLPs share 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 the prescribing programme. This must be addressed. (Condition two) (SFNME R2.5. SPP R2.1)

Students confirm the documentary and narrative evidence given by the AEI regarding admission requirements and quality processes. They confirm their involvement in programme development. The application process is considered as rigorous, but reasonable. Students confirm they're required to give details of their suitability to undertake the programme in line with the standards for selection and admission. Students confirm their practice learning areas are subject to an educational audit process. Students are satisfied with the level of communication between themselves, the AEI and their supervisors during their practice learning. They emphasise processes for communicating and escalating concerns are unambiguous and accessible. Students feel supported both academically in the AEI and in the practice learning environment. Students are satisfied with the assessment process and give verbal assurance of support available in practice to guide their learning and progression. Students say their achievement is monitored throughout the programme and assessment of their competencies on completion is relevant. Students are not aware they could contribute to the future development of the programme by completing formal evaluation forms. (Recommendation one) (SFNME 3.18)

The service user at the visit is a member of a service user group which is involved in the development of pre-registration nursing programmes in the AEI. This group is involved in the prescribing programme and assessment strategies. There's good service user engagement and the group's opinions are used in determining how the programme is delivered. Service users involved in programme development have access to the prescribing virtual learning platform and can use this to see student work and the learning materials used on the programme.

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*

<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input checked="" type="checkbox"/>
<p>There's no evidence of effective partnerships indicating that PLPs are involved in the co-production, face to face delivery or ongoing development of the programme.</p> <p>Condition one: The AEI must provide documentary evidence that confirms PLPs are involved in the design, development, delivery and evaluation of the prescribing programme. (SFNME R1.12, SPP R2.1)</p> <p>There's evidence to confirm PLPs share 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 the prescribing programme.</p> <p>Condition two: The AEI must provide documentary evidence that confirms that PLPs 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 the prescribing programme. (SFNME R2.5, SPP R2.1)</p> <p>Recommendation one: Strengthen students' awareness of processes available for them to formally evaluate the prescribing programme. (SFNME R3.18)</p> <p>Gateway 2: <u>Standards for student supervision and assessment</u></p>
<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<p><b>If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome</b></p>
<p><b>Post event review</b></p>
<p><b>Identify how the condition(s) is met</b></p> <p>Condition one:</p> <p>Documentation confirms there is a partnership plan in place for all NMC approved programmes. There is evidence confirming PLPs are to be involved in the design, development, delivery and evaluation of the prescribing programme at both strategic and operational levels.</p> <p>Evidence submitted:</p> <p>Strategic plan for the implementation of the new quality assurance framework for nursing, midwifery and nursing associate education, May 2019</p> <p>Partnership plan for the implementation of the NMC realising professionalism: standards for education and training, May 2019</p> <p>Condition one is now met.</p> <p>Condition two:</p>

Documentation confirms there is a partnership plan in place for all NMC approved programmes. Strategic review meetings, operational programme management meetings and quality education and practice liaison meetings are initiated. The scheduling of these meetings, their membership and the formal terms of reference given, provide assurance there is a partnership approach with clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of the prescribing programme.

Evidence submitted:

Strategic plan for the implementation of the new quality assurance framework for nursing, midwifery and nursing associate education, May 2019

Partnership plan for the implementation of the NMC realising professionalism: standards for education and training, May 2019

Condition two is now met.

**Date condition(s) met:** 20 July 2019

**Revised outcome after condition(s) met**

**MET**

**NOT 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. Documentary evidence confirms practice learning partnership agreements are in place between the AEI and all placement provider organisations. This includes the private, voluntary and independent sectors. These agreements confirm employer support and supported learning time will be given to students undertaking programmes at this AEI. The AEI uses a practice learning environment audit tool which is developed with PLPs to monitor the safety and effectiveness of learning environments. All practice learning environments are subject to this form of educational audit and these are completed by the AEI in partnership with PLP staff. The audit tool has specific sections relevant to the prescribing programme. The audit documentation requires placement providers to confirm they have sufficient, appropriately qualified, practice supervisors and practice assessors in place to support this programme. The audit process confirms learning environments meet the NMC Standards for student supervision and assessment. Students confirm learning environments are subject to audits and monitoring. Students report receiving good support from the PLPs and the AEI. Students are not placed in areas that do not have a successful audit.

Documentary evidence confirms the AEI holds regular quality, education and practice liaison meetings with PLPs to monitor and review the learning environments involved with all programmes. This process of review ensures support, supervision, learning and assessment arrangements comply with the NMC Standards framework for nursing and midwifery education. The AEI will maintain a register of practice supervisors and practice assessors. There are processes in place for the suspension or removal of practice learning environments where the Standards for student supervision and assessment are at risk. Any area considered at risk is removed and only reinstated once suitable to support students.

The application screening process provides assurance that agreements are in place for students to be adequately supported by suitably qualified practice supervisors and practice assessors in practice and before commencement of the programme. This process and placement agreement document confirm students will be given protected learning time.

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4) **YES**  **NO**
- Processes are in place to confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme (R1.5) **YES**  **NO**

- Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6):
  - Clinical/health assessment
  - Diagnostics/care management
  - Planning and evaluation

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

**YES**  **NO**

**Proposed transfer of current students to the programme under review**

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

The AEI does not expect to transfer any existing students onto the proposed programme. All existing students are expected to complete the current programme.

Any students with interrupted studies will have relevant prior learning mapped to the Standards for prescribing programmes (NMC, 2018) prior to them commencing the programme approved against the current standards.

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:** 19 May 2019

**Standard 2: Curriculum**

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

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

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

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

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

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

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

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

R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies

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

### Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

YES  NO

There is no evidence of effective partnerships indicating that PLPs are involved in the co-production, face to face delivery or ongoing development of the programme. (Condition one) (SFNME R1.12, SPP R2.1)

There is no evidence confirming PLPs share 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 the prescribing programme. (Condition two) (SFNME R2.5, SPP R2.1)

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

YES  NO

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

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

**MET**  **NOT MET**

R2.3 is met. The portfolio and programme handbook give students information about the programme and contain the competency assessment document for completion in practice. Various teaching strategies are used to support students' individual learning needs. Students say they find the different teaching and learning strategies challenging but stimulating, and they understand what is expected of them. The guided study component accessed through the virtual learning platform is particularly well received. The use of distance learning as a strategy gives students flexibility as to when they engage with the programme. Students feel the programme is invaluable to their professional development and changes the way they carry out patient care for the better. The timetable includes group work, focussed discussions, online learning and clinical scenarios. Study skills support available is described in the portfolio and there is guidance for students about what to do if they have concerns about their learning in either the academic or practice learning environments. All students comment on the excellent levels of support offered by the AEI. These learning and teaching strategies support the achievement of the RPS competency framework for all prescribers (2016).

- 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)



	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>If relevant to the review</b> <ul style="list-style-type: none"> <li>Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.6)</li> </ul> <p style="text-align: right;"> <b>YES</b> <input type="checkbox"/>      <b>NO</b> <input type="checkbox"/> <b>N/A</b> <input checked="" type="checkbox"/> </p> <p>The programme is only to be delivered in England.</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;"> <b>YES</b> <input type="checkbox"/>      <b>NO</b> <input checked="" type="checkbox"/> </p> <p>There is no evidence of effective partnerships indicating that PLPs are involved in the co-production, face to face delivery or ongoing development of the programme. (Condition one) (SFNME R1.12, SPP R2.1)</p> <p>There is no evidence confirming PLPs share 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 the prescribing programme. (Condition two) (SFNME R2.5, SPP R2.1)</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;"> <b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/> </p>	
<b>Outcome</b>	
<p><b>Is the standard met?</b>      <b>MET</b> <input type="checkbox"/>      <b>NOT MET</b> <input checked="" type="checkbox"/></p> <p>There is no evidence of effective partnerships indicating PLPs are involved in the co-production, face to face delivery or ongoing development of the programme.</p> <p>Condition one: The AEI must provide documentary evidence that confirms PLPs are involved in the design, development, delivery and evaluation of the prescribing programme. (SFNME R1.12, SPP R2.1)</p> <p>There's no evidence confirming PLPs share 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 the prescribing programme.</p> <p>Condition two: The AEI must provide documentary evidence that confirms that PLPs 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 the prescribing programme. (SFNME R2.5, SPP R2.1)</p> <p><b>Date:</b> 19 May 2019</p>	

**Post event review**

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

Condition one:

Documentation confirms there is a partnership plan in place for all NMC approved programmes. There is evidence confirming PLPs are to be involved in the design, development, delivery and evaluation of the prescribing programme at both strategic and operational levels.

Evidence submitted:

Strategic plan for the implementation of the new quality assurance framework for nursing, midwifery and nursing associate education, May 2019

Partnership plan for the implementation of the NMC realising professionalism: standards for education and training, May 2019

Condition one is now met.

Condition two:

Documentation confirms there's a partnership plan in place for all NMC approved programmes. Strategic review meetings, operational programme management meetings and quality education and practice liaison meetings are initiated. The scheduling of these meetings, their membership and the formal terms of reference given, provide assurance of a partnership approach with clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of the prescribing programme.

Evidence submitted:

Strategic plan for the implementation of the new quality assurance framework for nursing, midwifery and nursing associate education, May 2019

Partnership plan for the implementation of the NMC realising professionalism: standards for education and training, May 2019

Condition two is now met.

**Date condition(s) met:** 20 July 2019

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

**Standard 3: Practice learning**

**Approved education institutions must:**

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed

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

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

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

R3.4 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment

### Findings against the standard and requirements

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

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

- Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed (R3.1).

**MET**  **NOT MET**

R3.1 is met. Documentary evidence and discussions at the approval visit confirm there are suitable and effective processes in place to ensure effective governance in practice for all students. All applicants must confirm their health and good character and have disclosure and barring service (DBS) checks completed in line with NMC requirements. Statutory and mandatory health and safety training records are kept for all staff and students teaching and/or learning on nursing programmes. These measures apply to self-employed students.

The AEI and its PLPs audit the practice learning environment to monitor the quality of these. This audit process provides evidence to show practice placement areas are safe and meet the standards required by the NMC. If any area is inadequate it is withdrawn from the practice placement circuit until such time as student and service user safety can be assured. There are policies in place, demonstrating commitment to public protection through the management and escalation of concerns in the academic and practice setting. All these measures apply to practice placements of self-employed students.

Documentary evidence confirms arrangements to identify and prepare practice assessors and practice supervisors. This is a rolling programme of preparation and updating. All practice supervisors and practice assessors will be updated annually, and a register is maintained to monitor this happens. This ensures students will be

supported in practice by suitably qualified and prepared individuals. Documents outline the programme of preparation for practice supervisors and practice assessors to be delivered by the AEI. There is an electronic workbook available to prepare practice supervisors and practice assessors as well as face to face sessions to ensure preparation is complete prior to the start of the programme. All programmes of preparation make specific mention of private, voluntary and independent sectors and self-employed applicants.

- 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. The AEI hosts a virtual learning platform for students on the prescribing programme. This allows students to access and download learning materials and take part in formative tests during the programme. Students describe this resource as invaluable and state it allows them to study at a time to suit themselves. Technology enhanced and simulation-based learning is used effectively and proportionately in the programme. Practice numeracy and practice pharmacology tests are particularly valued by them.

- 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:** 19 May 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. The programme handbook outlines supervisory arrangements in place for the prescribing programme. There are no plans to transfer students to the 2018 standards as the current group of students complete by the time the new programme starts. Any students with interrupted studies will have relevant prior learning mapped to the Standards for prescribing programmes (NMC, 2018) prior to them commencing the programme. Documentary evidence confirms student progression in practice is supported by both the practice supervisor and practice assessor. A minimum of 78 hours of supervised learning must be completed in practice. These hours are logged in the student's practice-based competency workbook (portfolio) by the practice supervisor. Initial, mid-point and final meetings between student and practice assessor must be logged in the portfolio. Successful completion of the portfolio is signed off by the student's practice assessor and the academic assessor. Students on the current programme confirm their progression is monitored and they're supported in practice.

The audit process confirms learning environments meet the NMC Standards for student supervision and assessment. The AEI holds regular quality, education and practice liaison meetings with PLPs to monitor and review learning environments that are involved with all programmes. This process of review ensures support, supervision, learning and assessment arrangements comply with the NMC Standards framework for nursing and midwifery education. There are policies in place demonstrating commitment to public protection through the management, and escalation of, concerns in the academic and practice setting. There are measures in place to support students in raising concerns and contingency plans to remove students if necessary, placing them in a suitable learning environment.

- 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. Practice supervisor and practice assessor handbooks outline expectations, roles and responsibilities of both these roles in line with the Standards for student supervision and assessment. The programme leader is identified as the academic assessor and is suitably qualified to undertake this role.

The programme team outline the programme of preparation for practice supervisors and practice assessors to be delivered by the AEI. This programme includes an annual prescribing update. These sessions are supported by the practice supervisor/assessor handbook. An electronic workbook is available to prepare practice supervisors and practice assessors in addition to face to face sessions. Practice supervisors and practice assessors cannot commence their role without attending this programme of preparation. Only suitably prepared practice assessors can make decisions regarding student progression. Practice learning partnership agreements are in place between the AEI and all placement provider organisations. This includes the private, voluntary and independent sectors. These agreements confirm organisational support for their staff to supervise and assess students. Each practice learning environment is assigned a member of the programme team to act as an academic assessor for that area. All academic assessors undertake preparation for their role by the AEI and are involved in the delivery of programmes of practice assessor and practice supervisor preparation. The academic assessor must sign the final competency statement to confirm student eligibility for recording the prescribing qualification.

- 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 and narrative evidence confirm processes are in place for assigning a practice assessor. This commences at the point of application with the application form requiring the name of the proposed practice assessor. The AEI checks the qualifications to ensure the practice assessor is a registered healthcare professional and an experienced prescriber with suitable equivalent

qualifications for the programme the student is undertaking. The AEI confirms the practice assessor has attended a preparation session by checking their register. If checks reveal these supervisory arrangements are not established, the student cannot undertake the programme until support from appropriately qualified healthcare professionals is in place. Exceptional circumstances where the role of practice assessor and practice supervisor are the same person are outlined in the portfolio and module handbook, and there are processes to manage and monitor this situation if it is unavoidable.

- 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:** 19 May 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**  **NO**

**Outcome**

**Is the standard met?**

**MET**  **NOT MET**

**Date:** 19 May 2019

**Section four**

**Sources of evidence**

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>University of Bedfordshire self-assessment report, 2018-19</p> <p>Equality and diversity policy and strategy, 2019</p> <p>Exemplar recognition of prior learning form, 2019</p> <p>Mapping document to confirm of diagnostic competency exemplar, undated.</p> <p>Non-medical prescribing confirmation of entry requirements, 2019</p> <p>Quality, education and practice liaison (QEPL) meeting outcomes spreadsheet, 2018</p> <p>Amended course and unit information forms with details of revised assessment strategy, 2019</p> <p>Practice area confirmation form, 2019</p> <p>Practice supervisor handbook, 2019</p> <p>Post visit documentation:</p> <p>Strategic plan for the implementation of the new quality assurance framework for nursing, midwifery and nursing associate education, May 2019</p> <p>Partnership plan for the implementation of the NMC realising professionalism: standards for education and training, May 2019</p>		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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

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

Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Five students from September 2018 prescribing cohort.		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation The sole PLP representative is a clinical placement facilitator with responsibility for pre-registration nursing programmes. No senior managers with responsibility for the prescribing programme, are consulted with/or attended the approval visit and therefore conditions are set. No relevant practice assessors or practice supervisors attended the approval visit and therefore conditions are set.		
Additional comments		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings The practice learning area audit documentation is viewed at the approval visit.		
If you stated no above, please provide the reason and mitigation		

Visits to these areas/facilities are not required as this is an existing AEI.

Additional comments:

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

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