

Programme approval visit report

Section one

Programme provider name:	University of Hull
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Northern Lincolnshire and Goole NHS Foundation Trust Hull and East Yorkshire Hospitals NHS Trust City Health Care Partnership Care Plus Group Humber NHS Foundation Trust Rotherham Doncaster and South Humber NHS Trust Navigo
Programme(s) reviewed:	
<p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Nurse Independent and Supplementary Prescribing Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>	
Date of approval	7 August 2019
QA visitor(s):	Registrant Visitor: Alison Pooler

Section two

Summary of review and findings

The Independent and Supplementary prescribing for nurses and midwives (V300) programme was presented for approval at levels six and seven. This was a conjoint approval between the NMC and the University Quality Assurance Board. The V300 programme is part-time and is delivered over a period of six months using a blended learning approach, leading to 40 credits at academic levels six and seven. The programme has been mapped to the Standards for prescribing (NMC, 2018) and the Royal Pharmaceutical Society (RPS) Competency framework for non medical prescribers (RPS, 2016).

Documentary evidence together with discussions at the approval visit with the programme team, stakeholders, students and service users confirm there is good support for students throughout the programme. The content of the programme reflects the RPS (2016) competency framework for non medical prescribing within both taught and assessed components. There is clear evidence of partnership working between the AEI and the practice learning partners (PLPs) in the development, delivery and ongoing evaluation of the programme. There is some involvement of service users through classroom teaching and participation in assessments within the programme.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), is not met at programme level.

The documentation and evidence from the approval visit confirm that arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The programme is recommended to the NMC for approval subject to five NMC conditions (one joint with the University) and one University specific condition.

Four recommendations are made.

12 November 2019

Evidence was provided that the changes required to meet the five NMC (one joint with University condition) and one AEI specific condition has been met. The SFNME is now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<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>Condition four: Develop a process for considering RPL (recognition of prior learning) that is capable of being mapped to the RPS Competency framework for non-medical prescribers. (SPP R1.4)</p> <p>Practice learning:</p> <p>Condition one: Confirm how practice assessors and practice supervisors are being prepared to undertake the role in the supervision, support and assessment of students undertaking the V300 prescribing programme. (SPP R4.2)</p> <p>Condition two: To develop registered healthcare professionals who are experienced prescribers to act as practice assessors including, but not exclusively, designated medical practitioners (DMPs). (SPP R4.5)</p> <p>Condition three: Provide a clear process to determine and evidence the exceptional circumstances where the same person may fulfil the role of practice supervisors and practice assessor (Standards for prescribing programmes. (SPP R4.5.1)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition five: Ensure strengthening the involvement of service users in all aspects of the programme takes place going forward. (Joint University and NMC condition) (SFNME R1.12)</p> <p>Condition six: Ensure intended learning outcomes for the V300 programme are representative of level six</p>

	and level seven academic study. (University condition)
Date condition(s) to be met:	4 September 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: To include a section on the application form where the student confirms and signs regarding their scope of practice for which they will prescribe. (SPP R1.1)</p> <p>Recommendation two: To ensure formative feedback processes and mechanisms, alongside the learning and teaching strategies, are made explicit within student facing documents for the programme. (SPP R4.7)</p> <p>Recommendation three: Consider reviewing the terminology throughout the documentation for the programme, to reflect the NMC (2018) Standards of prescribing education, SSSA and also the RPS (2016) competency framework.</p> <p>Recommendation four: Consider mapping individual elements of the RPS competency framework to each individual assessment to clearly show that all areas of the RPS are assessed. (SPP R4.9)</p>
Focused areas for future monitoring:	Service user involvement within the non-medical prescribing (NMP) programme needs to be monitored to ensure ongoing development and sustainability.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>The AEI has provided documentation that demonstrates that the five NMC conditions have been met. The AEI approval Chair has signed off the University condition.</p> <p>Five NMC and one University conditions are now met. The SFNME is now met. The SPP are now met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>Yes</p>
Summary of observations made, if applicable	<p>The AEI identified that the credit volume of the programme is 40 credits and not 30 credits at level six and seven. The report has been corrected. The AEI reported on the QA process up to and including the submission of conditions documents.</p>
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval</p>
Date condition(s) met:	<p>12 November 2019</p>

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for prescribing programmes (NMC, 2018)</i></u></p> <p><u><i>Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p>

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (October 2018)

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC Standards for student supervision and assessment

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

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

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

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a

range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence supported by discussions at the approval event with stakeholders, students and service users confirms that all areas of the NMC (2018) SFNME are met. Effective partnership working with stakeholders was seen from documentary evidence of curriculum development meetings and also from discussion held at the approval visit where stakeholders were present. It was evident that substantive collaboration takes place between the AEI and the PLPs in the development and continued evaluation of the NMP programme. This is especially evident in the support mechanisms for students whilst in the practice area.

Student feedback from consultations held during the development of programme featured in discussions at the approval visit. Their feedback was instrumental in the adjustment of some of the student support and feedback provided during the programme, to aid their learning and development.

The service user group chair was present and outlined the involvement that service users had during the development and ongoing review of the programme. No service users were present at the approval visit but documentary evidence of curriculum development meetings included service user representation was provided. There is a need to strengthen service user and carers involvement within the programme at all levels. (Condition five) (Joint University and NMC condition SFNME R1.12)

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

Not Met

The service user group chair was present and outlined the involvement that service users had during the development and ongoing review of the programme. No service users were present at the approval visit but documentary evidence of curriculum development meetings included service user representation was provided. There is a need to strengthen service user and carers involvement within the programme at all levels. (Condition five) (Joint University and NMC condition SFNME R1.12)

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 2: Standards for student supervision and assessment

Met

If not met, state reason

There is a need to strengthen the service user and carer involvement within the prescribing programme to ensure that the programme is designed, developed, delivered, evaluated and co-produced with service users and other stakeholders. Condition five: Ensure strengthening the involvement of service users in all aspects of the programme takes place going forward. (Joint University and NMC condition SFNME R1.12)

Post Event Review

Identify how the condition is met:

Condition five: There is evidence that service user involvement is actively being developed post approval visit and more service users are being recruited to engage in the evaluation and development of NMP programmes as well as being part of the assessments and teaching on the programmes. Email trails (redacted) have been submitted as evidence to support this development.

Evidence:

Service user feedback from stakeholders, November 2019
Service user email trail, November 2019

Date condition(s) met: 12 November 2019

Revised outcome after condition(s) met:

Met

Condition five is now met.
SFNME R1.12 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.

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

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

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

R1.3 is met. Documentary evidence and the approval process confirms governance arrangements between the AEI and PLPs are in place for prescribing programmes.

PLPs confirm effective partnership working with the AEI.

The application form utilised within this programme provides information about support mechanisms and protected learning time for students accessing the programme. These arrangements are reviewed and agreed by the module lead and the PLP NMP leads.

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)

No

R1.4 is not met. There is no process to consider recognition of RPL within the programme. There is no consideration for experienced nurses holding the V100 Community practitioner nurse prescribing, and who seek to expand their role by undertaking the V300 Independent and supplementary nurse/midwife prescribing programme. (Condition four) (SPP R1.4)

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

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

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

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 will not be transferring students to the new standards.

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

Yes

Outcome

Is the standard met?

Not Met

There is no consideration of RPL for applicants to the prescribing programme.

Condition four: Develop a process for considering RPL that is capable of being mapped to the RPS Competency framework for non-medical prescribers. (SPP R1.4)

Date: 7 August 2019

Post Event Review

Identify how the condition is met:

Amended documentation and additional information confirm that RPL is now capable of being mapped to the RPS Competency Framework for Prescribers. Condition four is now met.

Evidence:

Course information (Nurse), September 2019
Learning log template nurse, September 2019
Formal response to NMC condition v2 meeting condition 2, 4, 5 November 2019
Competency discussed learning need, September 2019
Master practice portfolio nurses, November 2019

Date condition(s) met: 12 November 2019

Revised outcome after condition(s) met:

Met

Condition four is now met.

SPP R1.4 is now met.

Standard 2 Curriculum

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

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

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

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

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

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

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

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

health nursing

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

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

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

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

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

R2.3 is met. A variety of learning and teaching strategies are used in the programme, which were discussed at the approval visit. These include the use of the online learning platform, seminars, small group work, use of cases from practice, one to one tutorials and peer review from prescribers.

It is recommended that the teaching and learning strategies are made more explicit in student facing documentation for the programme. Student feedback supported the variety of learning and teaching approaches used.
(Recommendation two) (SPP R4.7)

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

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

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

N/A

Programme delivered in England.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 August 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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

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

R3.1 is met. Documentary evidence was provided in the form of a SSSA procedure, programme specification and course handbook and this was triangulated with the programme team and PLPs at the approval visit. These discussions outlined the partnership working which has taken place to ensure the processes of supporting students whilst on the programme. NMP leads from the PLPs confirm their liaison with the programme team during the application stage to ensure all support is clarified to students and that policies are in place within their organisations to specify governance arrangements. For self-employed applicants there is a section on the application form which has to be signed to confirm governance arrangements are in place and an NMP policy to support their learning. Applicants are asked to supply a copy of this policy to the programme team.

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

Yes

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

R3.3 is met. Clarification was given at the approval visit of the technology and simulation-based learning opportunities within the programme. The virtual learning environment (VLE) is the main area for all student information which is accessed by students on the programme. This contains a wide variety of resources including cases, lecture materials and YouTube videos to aid learning. Case based scenario learning takes place in the classroom and within the clinical area to provide simulated learning of the principles of pharmacology and actions of drugs, as well as prescription writing.

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

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 7 August 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met: 7 August 2019

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

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

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are 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

R4.1 is met.

There is evidence that support, supervision, learning and assessment comply with the SFNME.

The practice supervisor supports the student's practice development on a day-to-day basis. They will act as a role model and demonstrate safe and effective practice within the student's intended scope of prescribing. The practice supervisor has a key role in supporting the student's practice and making links between theoretical and practice learning. In partnership with the student and the practice assessor, they monitor the achievement of realistic learning objectives for practice learning. They will assist the student to reflect on their development, providing effective and constructive feedback on the student's achievements. The practice assessor is responsible for assessing the student's progress and performance in relation to the competencies outlined in the competency framework for all prescribers (RPS, 2016). The practice assessor will undertake the final summative assessments of practice and confirm that the required proficiencies for annotation as a prescriber on the NMC register have been achieved. Discussion at the approval visit with the programme development team, teaching team and students confirm that the programme involves blended learning strategies to facilitate effective inter-professional learning and the sharing of differing professional perspectives and expertise. The students value the reflective discussions within the classroom to enable them to integrate their learning within the context of their professional scope of practice.

Discussion at the approval visit and documentary evidence confirms that a nominated academic assessor, identified from within the university programme team, will support the student's theoretical learning. The academic assessor will work closely with the nominated supervisor and assessor in the practice learning environment to moderate and collate decisions about the student's ability to demonstrate all prescribing proficiencies on the programmes.

Quality assurance processes are evident to ensure that the practice learning

environment is suitable for the students and is audited on a regular basis. There are policies to facilitate feedback and the raising of any concerns from both student and their practice assessors and facilitators.

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)

Not Met

R4.2 is not met.

Documentary evidence did not provide assurance as to how practice assessors or practice supervisors receive preparation, nor how they will receive ongoing support. This was not clarified at the approval visit through discussions with the programme team and PLPs. The programme team state that all practice assessors are invited to a pre-course brief about the programme alongside students, but they were unable to provide any detail as to the content of this brief or to show how the practice assessors would be prepared for their role in supporting the students. The programme team and PLPs stated that the practice supervisors are not invited to this event as not all students had their practice supervisor confirmed at the beginning of the programme. (Condition one) (SPP R4.2)

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

Yes

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

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)

Not Met

R4.5 is not met. Documentary evidence outlined that the practice assessor will be a medical practitioner. However, at the approval visit it was explained that this arrangement is for the initial running of the programme until other health care professionals are suitably trained and support mechanisms are in place for them. To ensure future proofing of the programme a strategy for the development of other registered health care professionals to undertake the role of practice assessor needs to be developed. (Condition two) (SPP R4.2)

There is no documentary evidence as to what would constitute exceptional circumstances when the practice supervisor may also act as the practice assessor and how the situation will be managed, or how this will be avoided. There were no solutions given at the approval visit by the programme team. (Condition three) (SPP R4.5.1)

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

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

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

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

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

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met Please provide narrative for any exceptions

Yes

Outcome

Is the standard met?

Not Met

It is unclear how practice assessors and practice supervisors are being prepared and supported in their role

Condition one:

Confirm how practice assessors and practice supervisors are being prepared to undertake the role in the supervision, support and assessment of students undertaking the V300 prescribing programme. (SPP R4.2)

It is unclear how registered professionals (other than DMPs who are experienced prescribers) will be developed and prepared for their role as practice assessors.

Condition two:

To develop registered healthcare professionals who are experienced prescribers to act as practice assessors including, but not exclusively, DMPs. (SPP R4.5)

There is no documentary evidence as to what would constitute exceptional circumstances when the practice supervisor may also act as the practice assessor and how the situation will be managed if the practice assessor and practice supervisor are to be the same person, or how this will be avoided or mitigated.

Condition three:

Provide a clear process to determine and evidence the exceptional circumstances where the same person may fulfil the role of practice supervisor and practice assessor. (SPP R4.5.1)

Date: 7 August 2019

Post Event Review

Identify how the condition is met:

Condition one: There is revised documentary evidence to show how the practice assessors and practice supervisors are being prepared to undertake the role in the supervision, support and assessment of students undertaking the V300 prescribing programme. Condition one is now met.

Evidence:

Master PA and PS handbook nurse independent and supplementary prescribing course, October 2019
PA guidance, October 2019
PS' guidance, October 2019

Condition two: Revised documentation now details how suitable qualified health care professionals other than a GMC registered doctor will be able to become a practice assessor if they are active V300 prescribers. Condition two is now met.

Evidence:

Master PA and PS Handbook Nurse Independent and Supplementary prescribing course, October 2019
Practice assessor guidance; October 2019
Practice supervisors guidance, October 2019
Formal response to NMC condition v2 meeting condition 2, 4, 5 November 2019

Condition 3: A revised process is in place to ensure that the applicant contacts the programme lead should there be any risk that the practice assessor and practice supervisor may be fulfilled by the same person. The AEI will ensure that alternative practice supervisors or practice assessors are sought to avoid having the same person as the practice assessor and the practice supervisor. Condition three is now met.

Date condition(s) met: 12 November 2019

Revised outcome after condition(s) met:

Met

Condition one, two and three are now met.

SPP R4.2, R4.5, R4.5.1.

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

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

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

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

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

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

Yes

Outcome

Is the standard met?

Met

Date: 7 August 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s)	No
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Practice placement handbook	Yes
PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions	Yes
<p>List additional documentation:</p> <p>Written pharmacology exam paper, December 2018</p> <p>Minutes of meetings for curriculum development (multiple dates)</p> <p>Non medical prescribing application form, undated</p> <p>Supervision and Assessment in practice handbook, 2019</p> <p>Revised PA and PS handbook, October 2019</p> <p>Revised application form, October 2019</p> <p>Revised practice portfolio, October 2019</p> <p>Revised Competency discussed learning needs, October 2019</p> <p>Post approval visit documentary evidence to meet conditions:</p> <p>Master PA and PS Handbook Nurse Independent and Supplementary prescribing course, October 2019</p> <p>PA guidance, October 2019</p> <p>PS' guidance, October 2019</p>	

<p>Master practice portfolio nurses, November 2019 Competency discussed learning need, September 2019 Nurse independent prescribing application form, September 2019 Assessment outline for non-medical prescribing module, September 2019 Course information (Nurse), September 2019 Learning log template NURSES, September 2019 Formal response to NMC condition v2 meeting condition 2, 4, 5 November 2019 Master PA and PS Handbook, October 2019 Nurse Independent prescribing application form, October 2019 Competency discussed learning need, October 2019 Service user email trail. November 2019 NMP November learning contract, November 2019</p>
<p>If you stated no above, please provide the reason and mitigation</p> <p>Student university handbook is not specific to the NMP programme. Any relevant information about university services and regulations is contained within the module handbook.</p> <p>The AEI does not have programme specification for individual modules.</p>
<p>Additional comments:</p>

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
<p>If yes, please identify cohort year/programme of study:</p> <p>Three students were in attendance at the approval visit. All were past students, two had recently completed the programme. The other student had completed it two years prior.</p>	
Service users and carers	No
<p>If you stated no above, please provide the reason and mitigation</p> <p>One service user had been arranged to attend. They were unable to attend on the day due to illness. The service user and carer lead was present.</p>	
<p>Additional comments:</p>	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
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Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
The AEI is an established provider of NMC programmes. There was no requirement to visit clinical areas and facilities at the approval visit.	
Additional comments:	

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Issue record

Final Report

Author	Alison Pooler	Date	13 August 2019
Checked by	Pam Page	Date	15 November 2019
Submitted by	Lucy Percival	Date	22 November 2019
Approved by	Leeann Greer	Date	2 December 2019