

Programme approval visit report

Section one

Programme provider name:	University of the West of England
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Avon and Wiltshire Mental Health Partnership NHS Trust</p> <p>Dorset Healthcare University NHS Foundation Trust</p> <p>Gloucestershire Health and Care NHS Foundation Trust</p> <p>Gloucestershire Hospitals NHS Foundation Trust</p> <p>Great Western Hospitals NHS Foundation Trust</p> <p>North Bristol NHS Trust</p> <p>Northern Devon NHS Healthcare Trust</p> <p>University Hospitals Plymouth NHS Trust</p> <p>University Hospitals Bristol NHS Foundation Trust</p> <p>Royal Cornwall Hospitals NHS Trust</p> <p>Royal Devon and Exeter NHS Foundation Trust</p> <p>Royal United Hospitals Bath NHS Foundation Trust</p> <p>Salisbury NHS Foundation Trust</p> <p>Somerset NHS Foundation Trust</p> <p>Yeovil District Hospital NHS Foundation Trust</p> <p>Private, voluntary and independent health care providers</p> <p>Education and social care providers</p>
Programmes reviewed:	<p>Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/></p> <p>Community practitioner nurse prescribing V150 <input type="checkbox"/></p>

	Community practitioner nurse prescribing V100 <input checked="" type="checkbox"/>
Title of programme(s):	Community Practitioner Nurse Prescribing Independent and/or Supplementary Prescribing
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input 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 checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	31 March 2021
Programme start date:	
Independent and supplementary nurse prescribing V300	<input type="text" value="1 September 2021"/>
Community practitioner nurse prescribing V150	<input type="text" value="N/A"/>
Community practitioner nurse prescribing V100	<input type="text" value="1 September 2021"/>

QA visitor:

Registrant Visitor: Heather Bain

Section two

Summary of review and findings

University of the West of England (UWE) is an established approved educational institution (AEI). The school of health and social wellbeing (the school) present the independent and supplementary nurse or midwife prescriber (V300) and the community practitioner nurse or midwife prescriber (V100) programmes for approval. The programmes are mapped against the Nursing and Midwifery Council (NMC) Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018).

The part-time V300 programme is delivered at academic levels six and seven as a stand-alone 40 credit module. There's 26 theory days with 90 hours learning in practice and is normally undertaken over six to seven months. The V300 at academic level six is part of the Bachelor of Science with Honours (BSc (Hons)) specialist practice and the graduate diploma professional development and BSc (Hons) professional development. At academic level seven the V300 is part of the Master of science (MSc) advanced practice, MSc specialist practice, MSc professional development and postgraduate diploma (PgDip) professional development. The multi-professional independent prescribing programme is also undertaken by allied health professionals (AHPs) and pharmacists who share learning with nurses and midwives.

The part-time V100 is delivered at academic levels six and seven, it's a discrete 20 credit module within the PgDip and BSc (Hons) public health: specialist community public health nursing (SCPHN) programme and the MSc/BSc specialist practice: district nursing programme (SPQ DN). Students undertake the V100 at the same academic level as their SCPHN or SPQ DN programme. The V100 is studied over six months within the SPQ DN programme and eight months within the SCPHN programme. It's planned to allow sufficient time for completion of 50 hours practice learning. SCPHN and SPQ DN students are taught separately.

There's evidence of partnership working between UWE and practice learning partners (PLPs). Communication is effective at strategic and operational levels. There's evidence of communication networks between the programme teams and PLPs. There's evidence of PLP, student and service user and carer (SUC) involvement in the development of the V100 and V300 programmes.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The visit is undertaken remotely during the COVID-19 pandemic.

The programmes are recommended for approval.

Two NMC recommendations and four university recommendations are made.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: None identified.</p>
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider enhancing the responses to student feedback so that these are consistently and appropriately provided and that feedback loops are closed. (SFNME R4.9)</p> <p>Recommendation two: Further develop the framework to support the preparation and selection of applicants from within the cosmetic sector and to apply this to all self-employed and those working in the private sector. (SPP R1.3)</p> <p>Recommendation three: To work with stakeholders through future reviews of the programmes to consider synthesising and reducing the number of learning</p>

	<p>outcomes; differentiating clearly between the academic level six and seven learning outcomes. (University recommendation)</p> <p>Recommendation four: Utilise the educational aims section of the module specification to fully express the academic aims of the modules, reflecting the different academic levels of the modules. (University recommendation)</p> <p>Recommendation five: Review the consistency of how resources are shared through Blackboard and signposted to students. (University recommendation)</p> <p>Recommendation six: Institute a more formal process for establishing peer support groups. (University recommendation)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The PLP list was incomplete. Additional PLPs have been provided by the AEI and included in the PLP list.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points <u>Standards for prescribing programmes</u> (NMC, 2018) <u>Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers)</u> (NMC, 2018) <u>Standards framework for nursing and midwifery education</u> (NMC, 2018) <u>Standards for student supervision and assessment</u> (NMC, 2018) <u>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</u> (NMC, 2015 updated 2018) <u>Quality assurance framework for nursing, midwifery and nursing associate education</u> (NMC, 2020) <u>QA Handbook</u> (NMC, 2020)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education</u> (NMC, 2018)</p> <p>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</p> <p>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 <u>Standards for student supervision and assessment</u> 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</p> <p>Standard 3: Student empowerment:</p>

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.

Documentary evidence and discussion with the programme team at the approval visit confirm there's effective partnership working between UWE and key stakeholders in the development and delivery of the programmes. The programme team present evidence of consultation with students, PLPs and SUCs. The development of the programmes is supported by evidence of an open stakeholder event where over 100 stakeholder representatives from all professional groups, PLPs and SUCs attended. The learning outcomes within all the module specifications were co-produced from this event and subsequent meetings.

There's evidence of the involvement of SUCs in the development of the programmes with attendance at stakeholder events. The school has an appointed lead for patient and public involvement. The programme team describe how SUCs have informed the development of teaching materials. Examples given include a pain teaching session reviewed by residents within a local hospice and the development of podcasts by SUCs. SUC involvement is evident in the practice learning environment, they provide feedback in the practice assessment documents.

Strategic partnerships are evidenced in the school board which includes faculty staff, local directors of nursing, directors of social work and public health. The V300 programme lead has quarterly meetings with commissioners. There are twice yearly stakeholder events with prescribing leads. The V300 programme lead holds three annual strategic meetings and two operational meetings with another local AEIs to support partnership working in multi-professional prescribing. The SPQ DN and SCPHN programme leads have two to three yearly meetings with PLP education leads. Documentary evidence and PLPs tell us that they've contributed to the development of the programmes and the implementation of the

SSSA. UWE and PLPs confirm processes are in place to manage and mitigate any risks in practice. Programme handbooks outline the process for raising concerns. PLPs tell us there's effective communication with the V100 and V300 programme teams.

The programme team are suitably qualified to deliver the programmes. They bring experience of a range of clinical specialities and are registered with the NMC with SPQ DN, SCPHN and prescribing qualifications. Pharmacists support the delivery of the programmes.

Students tell us that the programme supports the development of their practice. They confirm they're well supported, they tell us that the programmes enable them to achieve the RPS competency framework. V300 students will learn with other professions including pharmacists and AHPs in both theory and practice. V100 students are encouraged to learn alongside other professionals within their learning in practice.

Documentary evidence confirms that student's feedback formally through module evaluations, this contributes to the continuous review and development of the programme. There's evidence in the documentation that student feedback has been actioned. V100 and V300 students tell us that they provide feedback formally and informally. Some students were unable to tell us the outcome of their feedback. The programme team are asked to consider an enhancement to the feedback loop to ensure that it's consistently applied for all students.
(Recommendation one)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)
MET **NOT MET**

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 **NOT MET**

Post event review

Identify how the condition(s) is met
N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met **MET** **NOT MET**
N/A

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.

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration midwifery programmes](#) (NMC, 2019).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

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 describes how selection, admission and progression are managed and demonstrates that the necessary governance structures are in place to enable students to undertake the programmes. The programme team confirm there's a partnership approach with PLPs to recruit students to the programmes for both the V300 and the SPQ DN and SCPHN programmes which include the V100. The programme leads are responsible for ensuring that students fulfil entry criteria and that organisational support is in place as evidenced within the application forms. UWE have developed a framework for admission to the V300 programme in partnership with PLPs and the private and voluntary sector. This is explicit in the entry requirements and governance requirements for nurses, midwives and SCPHNs to be admitted on to the programme. The programme team have worked with the British association of

cosmetic nurses to develop a framework specific to cosmetic nurses to support safe and effective prescribing practice The programme team are asked to consider developing a similar framework for other applicants who are self-employed or working in private practice. (Recommendation two)

UWE appraise all self-employed and those working in the private sector in the same way. Applicants are required to submit an additional declaration that the required governance including clinical support, indemnity cover, as outlined in the framework are in place. Any areas that require further information are followed by an interview with the applicant.

V100 students are interviewed as part of the application process for the SPQ DN and SCPHN programme.

The criteria for practice supervisors and practice assessors is clear within the admission framework. Students confirm they are supported in practice by suitably qualified practice supervisors and practice assessors.

All practice learning environments are required to have satisfactory educational audits in place. This is built into the admission process. A process for self-employed students and areas where no educational audit is in place is evident. An educational audit will be submitted with the application form which is then reviewed by the programme team. Completed educational audits are reviewed by the practice placement team and if required any additional questions are managed by the relevant programme team.

Documentary evidence confirms processes are in place to manage any cause for concern within practice learning environments. PLPs and students tell us that they're aware of these processes.

There's a process in place to allow 18 hours of previous practice experience to be recognised against the RPS competency framework for V300 students.

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

- 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 programme team confirm that no students are transferring to the proposed programme.

Proposed transfer of current students to the [Standards for student supervision and assessment \(SSSA\)](#) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

UWE confirm all mentors, sign-off mentors and practice teachers have transitioned to practice supervisor and practice assessor roles in line with the SSSA.

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: 31 March 2021

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>

Standard 2: Curriculum

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1) **YES** **NO**
- There is evidence that the programme is designed to fully deliver the competencies set out in the RPS *Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice (R2.2). **YES** **NO**

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

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

MET **NOT MET**

R2.3 is met. Documentary evidence confirms a range of learning and teaching strategies to support the achievement of the RPS competencies. The V100 programme has approximately 50 hours of directed learning, students are required to undertake a minimum of 50 hours learning in practice supported by practice supervisors and practice assessors. V300 students undertake 26 theory days with 90 hours learning in practice supported by practice supervisors and practice assessors.

Programme specifications are explicit and aligned to the RPS. The V100 programme specifications are clear that students will be recorded on the NMC register as community practitioner nurse prescribers on successful completion of the programme. Learning and teaching strategies encourage active learning and include directed and self-directed study supported by e-learning on the virtual learning environment (VLE). V100 and V300 learning and teaching strategies include lectures, small group seminars, prescribing decision-making scenarios and simulated activities. The V300 programme encourages inter-professional learning groups to undertake scenario-based activities.

Students confirm that the learning and teaching resources support learning. They tell us about the effective support from the programme teams, they also value setting up their own informal networks to support learning. The VLE contains all programme learning materials. V100 and V300 students are assessed against the RPS competencies in the practice assessment document. Achievement of the RPS competencies is verified by practice assessors in agreement with academic assessors.

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

- Evidence of programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice (R2.4):
 - stating the general and professional content necessary to meet the programme outcomes
 - stating the prescribing specific content necessary to meet the programme outcomes
 - confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

YES **NO**

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

YES NO

If relevant to the review

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

YES NO N/A

The programme isn't delivered in Wales.

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 31 March 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT 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](#)

Findings against the standard and requirements

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 discussion at the approval visit confirm that suitable and effective arrangements and governance are in place for all applicants including those who are self-employed. Governance is assured by effective partnership working between the programme team and PLPs. Prescribing leads and PLPs report how they're involved in the selection process for applicants from their organisation. Practice supervisors and practice assessors are identified at the application stage and are prepared for their role by UWE. Practice supervisors and practice assessors who support cosmetic nurses must be a current member of a professional standards authority register to ensure governance is in place.

Practice supervisors and practice assessors are contacted before the programmes start and to ensure they are prepared for the role. An online course has been developed 'supporting students in practice' is suitable for all healthcare professionals undertaking practice supervisor and practice assessor roles. Following completion of the course, practice supervisors and practice assessors are required to attend a programme specific virtual or face-to-face event. Medical practitioners who meet the requirements to act as practice supervisors and practice assessors are not required to undertake the online preparation course. They will attend the prescribing specific virtual or face-to-face preparation event. In addition to preparation for the role, academic assessors will have a one-to-one discussion with practice supervisors and practice assessors when they are allocated to a student. The programme team report that they will provide additional support as required including a practice learning environment visit. Students and PLPs tell us that practice learning is supported and protected.

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

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R3.2) YES NO

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

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment (R3.3) MET NOT MET

R3.3 is met. Programme documentation and the approval visit confirm that there's a range of simulation-based and technology enhanced strategies that are used appropriately to support learning and assessment. Technology and simulation-based learning is clearly integrated throughout the programmes. Strategies include the use of recorded lectures, online classrooms, online quizzes that address calculations and pharmacology. Infographic materials have been developed to support visual learning in areas such as history taking and adverse drug reactions. Preparation for the objective structured clinical examination (OSCE) within the V300 programme uses simulation. The programmes use case studies and patient stories within their learning materials. Students describe positive experiences of the accessibility of all learning resources on the VLE.

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

- 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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 31 March 2021		
Post event review		
Identify how the condition(s) is met:	N/A	
Date condition(s) met:	N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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 percent), 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 percent)

Findings against the standards and requirements

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. Mapping documentation demonstrates how the programmes comply with SFNME. Programme documentation demonstrates robust processes and policies are in place to ensure a partnership approach to supporting practice supervision learning and assessment. PLPs tell us how they engage with the programme team to ensure the SFNME are applied to the programmes. Any concerns identified in practice learning environments are managed in partnership with PLPs. If students or practice supervisors and practice assessors require additional support academic assessors will undertake a practice learning visit.

- 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. Educational audits and effective systems are in place to support practice learning. The programme team and PLPs report that there are effective relationships in place between practice supervisors, practice assessors and academic assessors.

It's explicit in the programme documentation that practice supervisors and practice assessors should be different people and can only be the same person in exceptional circumstances. If this occurs it's clear this must be identified and completion of a notification of exceptional circumstance form is required. The form must be agreed and signed by PLPs and UWE.

Practice supervisors and practice assessors are prepared for their roles through a variety of means including a non-credit bearing course. It's a requirement that all new practice supervisors and practice assessors complete the preparation course. The programme team tell us they've developed a video for practice supervisors

and practice assessors to make explicit the relationship between the roles, and the contact points required with the academic assessor.

The programme team tell us that communication between practice assessors and academic assessors is recorded within an online platform. The placement document is uploaded onto the student's online platform at three points during the programme. Each time the academic assessor reviews, comments and then signs off virtually. This site is also available to students. Any extra communication outside of the three planned points is documented and uploaded using the same portal. Students can see communication between all parties.

UWE provide assurance that there are adequate academic assessors to support the programmes and their role is considered in their workload. Academic assessors must hold a relevant professional qualification and have been prepared for their role. Preparation is undertaken within staff development days. PLPs understand the principles of SSSA and the roles of practice supervisors, practice assessors and academic assessors. Assurance is given that there are adequate practice supervisors and practice assessors to support learning in practice.

There are opportunities for students to evaluate practice learning throughout the programme and on their attendance days at the UWE. Students tell us that their feedback is valued but they aren't always clear about how their feedback is acted upon and taken forward. (Recommendation one)

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

- 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 N/A

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

- Processes are in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking (R4.5)
MET NOT MET

R4.5 is met. The admission process and application form confirm that practice assessors have relevant qualifications and have three years recent prescribing experience. The programme team confirm they check practice assessors'

professional qualifications. Students tell us that they're supported by prescribers who have a relevant prescribing qualification in the practice learning environment.

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

- 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: 31 March 2021

Post event review

Identify how the condition(s) is met:

N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>

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

<p>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)</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 31 March 2021</p>
<p>Post event review</p> <p>Identify how the condition(s) is met: N/A</p> <p>Date condition(s) met: N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A</p>

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) (Gateway 1)	<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) (Gateway 2)	<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) (Gateway 3)	<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 placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation:		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: V100, January 2019 x one V100, January 2020 x two V300, January 2015 x one V300, January 2018 x one V300, September 2019 x one V300, January 2020 x three		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: UWE is an established AEI, visits aren't required.		
Additional comments: None identified.		

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Heather Bain	Date:	10 April 2021
Checked by:	Pat Hibberd	Date:	15 April 2021
Submitted by:	Lucy Percival	Date:	11 May 2021
Approved by:	Leeann Greer	Date:	12 May 2021