

**Major Modification report**

**Section one**

<b>Programme provider name:</b>	University of Surrey
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Surrey and Sussex Healthcare NHS Trust South East Coast Ambulance NHS Trust Southern Health NHS Foundation Trust Ashford and St Peter's Hospitals NHS Foundation Trust Hampshire Hospitals NHS Foundation Trust Sussex Community NHS Trust Solent NHS Trust Frimley Park Hospital NHS Foundation Trust Royal Surrey County Hospital NHS Foundation Trust Western Sussex Hospitals NHS Foundation Trust Private, voluntary and independent health care providers
<b>Provision(s) reviewed:</b>	
<p>Provision: Community Practitioner Nurse Prescribing V100            Title of current programme: V100 Community Practitioner Nurse Prescribing            Title of modified programme if changed: N/A            Programme start date: 21 September 2020</p> <p>Current academic level(s):            England, Wales, Northern Ireland:            Level 6</p> <p>Modified academic level(s) if changed:            England, Wales, Northern Ireland:            Level 6            Level 7</p>	
<b>Date of review</b>	30 March 2020
<b>Type of Modification</b>	Desktop
<b>QA visitor(s):</b>	Registrant Visitor: Bernadette Martin



**Section two**

**Summary of review and findings**

The University of Surrey (UoS) is an established approved education institution (AEI). UoS school of health sciences (the school) present the community nurse prescribing (V100) preparation programme for NMC approval. The independent and supplementary prescribing (V300) programme is in approval since 9 December 2019. The proposed major modification by documentary review is to approve the V100 award ensuring it meets the NMC Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS), 2016) competency framework for all prescribers) (NMC, 2018).

The programme is mapped against the SPP and RPS. The V100 award at academic level six and seven is a mandatory integrated element of the BSc, BSc (Hons), MSc, postgraduate diploma and postgraduate certificate in primary and community care specialist district nursing programme (SPQ DN). It's an optional element of the BSc, BSc (Hons), MSc, postgraduate diploma and postgraduate certificate in primary and community care specialist community children's nursing (SPQ CCN) and the specialist community public health nursing (SCPHN) health visiting and school nursing programmes. The V100 programme is a discrete element of the specific specialist practice modules in each programme. Applicants who are practising SPQs and SCPHNs without a V100 prescribing qualification can access the programme as a standalone 15 credit award.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level don't meet the Standards for student supervision and assessment (SSSA).

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

Updated 7 May 2020:

Evidence is presented to meet the two conditions. The conditions are met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

<b>Recommended outcome</b>	Programme is recommended for approval subject to
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<b>to the NMC:</b>	specific conditions being met
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>None identified</p> <p><b>Practice learning:</b></p> <p>None identified</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition one: The programme team must provide definitive programme documentation which evidences progression towards and achievement of all the RPS competencies. This must also be confirmed by the practice assessor in agreement with an academic assessor. (SFNME R2.1; SSSA R7.5, R7.11, R9.2; SPP R2.2, R2.3, R4.7)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: All student facing documentation must include information relating to the qualification to be awarded. (SFNME R3.2; SPP R5.1, R5.3, R5.4)</p>
<b>Date condition(s) to be met:</b>	7 May 2020
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The programme team are advised to consider further involvement of service users and carers in the programme. (SFNME R1.12)
<b>Focused areas for future monitoring:</b>	None identified

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Revised copies of the programme documentation provide evidence that the conditions are met.

A revised RPS mapping document confirms all RPS competencies are mapped against the programme. Revised practice documentation confirms students are assessed against all RPS competencies and the process of progression towards achievement of RPS competencies. There's evidence of agreement and confirmation between the practice assessor and academic assessor in programme documentation.

Condition one is met.

Revised student facing programme documentation provides information relating to the qualification to be awarded on successful completion of the programme.

Condition two is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> No
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	7 May 2020

**Section three**

**NMC Programme standards**

Please refer to NMC standards reference points

Standards for prescribing programmes (NMC, 2018)

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

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (October 2018)

## Partnerships

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

**Please refer to the following NMC standards reference points for this section:**  
Standards framework for nursing and midwifery education (NMC, 2018)

**Standard 1: The learning culture:**

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

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

**Standard 2: Educational governance and quality:**

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

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

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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

Standards for student supervision and assessment (NMC, 2018)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

Documentary evidence and discussion with the programme team confirm there's effective partnership working between UoS and key stakeholders. The programme team present evidence of consultation with students and practice learning partners (PLPs).

There's evidence of a school service user and carer strategy. Service user and carer involvement is evident in the practice learning environment. Service users and carers provide feedback in the practice portfolio. Students reflect on the development of prescribing assessment skills which includes direct learning with service users and carers in a prescribing reflective discussion document. Service users and carers are not directly involved in the development of programme. The programme team are advised to consider how service users and carers can be further involved in the development and delivery of the programme. (Recommendation one)

The programme team are suitability qualified to deliver the programme. They are registered with the NMC with SPQ DN, SPQ CCN, SCPHN, V100 prescribing and NMC teacher qualifications. A pharmacist supports the delivery of the programme.

Documentary evidence confirms the student voice is captured through programme evaluation. Students provide feedback on learning experiences. The programme team report the outcome of any actions undertaken in response to student feedback

through university quality assurance processes. Where action is required it's implemented, reviewed and monitored by the programme team. Student feedback informs future programme development. Practice learning is evaluated, there's communication between the practice supervisor, practice assessor and academic assessor to identify student concerns. Student facing documentation ensures they're advised about and have access to, the procedure for raising concerns.

**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***

**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**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) 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 confirms governance structures are in place. Applicants to the SPQ DN SPQ CCN and SCPHN programmes are interviewed by their employer organisations and a member of the programme team. All applicants must evidence they meet the entry requirements for V100 prescribing in line with the approved application process. Educational audit ensures the practice learning environment supports learning and there's access to a practice assessor who's a practising community practitioner nurse prescriber. There's evidence to confirm requirements for protected learning time. Students must record a minimum of 18 hours prescribing specific learning in the practice portfolio. The SPQ and SCPHN programme progression points include a review of prescribing associated learning. Progress is recorded in the practice portfolio.

Registered SPQ or SCPHN candidates without a V100 prescribing qualification who

apply to undertake the programme must meet the requirement for entry to the programme. The application form requires employers to confirm there's support to undertake the programme. They must verify practice learning is protected and there's access to a suitably qualified practice assessor and practice supervisor. A satisfactory disclosure and barring service (DBS) check is required and applicants must confirm their intention to prescribe once they've qualified. The practice learning environment must have a suitable educational audit in place.

**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**

**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 programme team confirm no students are transferring to the proposed programme. All students have completed the current programme.

**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?**

*Met*

*Date: 30 March 2020*

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

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

*N/A*

**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)**

**No**

R2.2 is not met. There's some evidence of mapping to the RPS (2016) competency framework for all prescribers across the programme. The mapping document doesn't identify all the competencies set out in the RPS. The programme team describe how competencies are assessed for example in the examination and completing a prescribing reflective discussion document to evidence learning linked to specific areas of the RPS. Some documentary evidence confirms practice learning, progression and achievement are agreed by the practice assessor and academic assessor. The practice portfolio doesn't clearly record how the practice assessor and academic assessor agree the competencies are met. The document doesn't include all the RPS competencies. The mapping document and practice portfolio don't evidence how the programme fully delivers all the RPS competencies. (Condition one)

*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)**

**Not Met**

R2.3 is not met. A range of learning and teaching strategies support achievement of the RPS competencies. The mapping document doesn't however include how all the RPS competencies are met. The practice portfolio doesn't fully demonstrate achievement of the RPS competencies or clearly record how the practice assessor and academic assessor agree competencies are met. The mapping document and practice portfolio don't evidence how the programme fully records assessment of all RPS competencies. (Condition one) (SSSA R7.5, R7.11, R9.2; SPP R2.2, R2.3, 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**

The programme is only delivered in England.

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

**No**

It's not clear how students are fully supported to fully achieve the RPS competencies across the programme.

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

**No**

It's not clear how students are fully supported to fully achieve the RPS competencies across the programme.

**Outcome**

**Is the standard met?**

**Not Met**

It's not clear how students are fully supported to fully achieve the RPS competencies across the programme.

Condition one: The programme team must provide definitive programme documentation which evidences progression towards and achievement of all the RPS competencies. This must also be confirmed by the practice assessor in agreement with an academic assessor. (SFNME R2.1; SSSA R7.5, R7.11, R9.2; SPP R2.2, R2.3, R4.7)

**Date: 30 March 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team have revised the RPS mapping document to evidence the programme meets all the RPS competencies. Revised practice documentation confirms students are assessed against all RPS competencies. There's evidence of the process of progression towards achievement of the RPS competencies. There's evidence of agreement and confirmation between the practice assessor and academic assessor in the practice portfolio.

**Evidence:**

Revised RPS mapping document, undated

Revised, nurse prescribing reflective discussion document, April 2020

Revised, community practitioner nurse prescribing (V100), log of prescribing related practice, April 2020

Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, community children's nursing, specialist practice portfolio with V100, April 2020

Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, SCPHN, specialist practice portfolio with V100, April 2020

Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, district nursing, specialist practice portfolio with V100, April 2020

Condition one is met.

**Date condition(s) met: 7 May 2020**

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

**Met**

Condition one is met.

**Standard 3 Practice learning**

**Approved education institutions must:**

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

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

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

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

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

*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. Unchanged since original approval on 9 December 2019.

**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. Unchanged since original approval on 9 December 2019.

**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: 30 March 2020**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

*N/A*

**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. Unchanged since original approval on 9 December 2019.

**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**

R4.2 is met. Unchanged since original approval on 9 December 2019.

**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)**

**Met**

R4.5 is met. Unchanged since original approval on 9 December 2019.

**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)**

**No**

R4.7 is not met. Documentary evidence confirms there's opportunities to provide feedback to students throughout the programme. The programme team describe how they and academic assessors provide feedback in theory and practice learning. University processes ensure effective formative and summative feedback support

students to meet programme outcomes. The practice portfolio and prescribing reflective discussion document ensure there's opportunity for student feedback. The practice portfolio doesn't include opportunities for students to fully meet the RPS competencies. It's not clear how practice assessors and academic assessors agree and confirm students meet the RPS competencies. (Condition one)

**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**

**No**

The practice portfolio doesn't include opportunities for students to fully meet the RPS competencies. It's not clear how practice assessors and academic assessors agree and confirm students meet the RPS competencies.

**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**

**No**

The practice portfolio doesn't include opportunities for students to fully meet the RPS competencies. It's not clear how practice assessors and academic assessors agree and confirm students meet the RPS competencies.

**Outcome**

**Is the standard met?**

***Not Met***

The practice portfolio doesn't include opportunities for students to fully meet the RPS competencies. It's not clear how practice assessors and academic assessors agree and confirm students meet the RPS competencies.

Condition one: The programme team must provide definitive programme documentation which ensures evidences progression towards and achievement of the RPS competencies. This must also be confirmed by the practice assessor in agreement with an academic assessor. (SSSA R7.5, R7.11, R9.2; SPP R2.2, R2.3, R4.7)

**Date: 30 March 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team have revised the RPS mapping document to evidence the programme meets all the RPS competencies. Revised practice documentation confirms students are assessed against all RPS competencies. There's evidence of the process of progression towards achievement of the RPS competencies. There's evidence of agreement and confirmation between the practice assessor and academic assessor in the practice portfolio.

**Evidence:**

- Revised RPS mapping document, undated
- Revised, nurse prescribing reflective discussion document, April 2020
- Revised, community practitioner nurse prescribing (V100), log of prescribing related practice, April 2020
- Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, community children's nursing, specialist practice portfolio with V100, April 2020
- Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, SCPHN, specialist practice portfolio with V100, April 2020
- Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, district nursing, specialist practice portfolio with V100, April 2020

Condition one is met.

**Date condition(s) met:** 7 May 2020

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

**Met**

Condition one is met.

**Standard 5 Qualification to be awarded**

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

R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:

R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or

R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)

R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award

R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber

R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice

*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)

**No**

R5.1 is not met. Documentary evidence and the programme team confirm the approved process is followed to ensure successful students are recorded as a prescriber. Programme specifications detail this information however student facing documentation doesn't include information which confirms students will be recorded as a community practitioner nurse prescriber (V100). (Condition two)

**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)**

**No**

R5.3 is not met. Documentary evidence and the programme team confirm the approved process is followed. Programme specifications detail this however, student facing documentation doesn't inform students of the process if their award is not registered with the NMC within five years. (Condition two)

**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)**

**No**

R5.4 is not met. Programme specifications confirm the approved process is undertaken. Student facing documentation doesn't inform students that they may only prescribe once their qualification has been annotated on the NMC register and they may only prescribe from the V100 formulary within competence and scope of

practice. (Condition two)

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

**No**

Student facing documentation doesn't inform students that they may only prescribe once their qualification has been annotated on the NMC register and they may only prescribe from the V100 formulary within competence and scope of practice.

**Outcome**

**Is the standard met?**

**Not Met**

Student facing documentation doesn't include definitive information for students about the qualification award process on completion of the programme.

Condition two: All student facing documentation must include information relating to the qualification to be awarded. (SFNME R3.2; SPP R5.1, R5.3, R5.4)

**Date: 30 March 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition two: The programme team have provided student facing documentation with clear information relating to the qualification award process on completion of the programme.

Evidence:

Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, community children's nursing, specialist practice portfolio with V100, April 2020

Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, SCPHN, specialist practice portfolio with V100, April 2020

Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, district nursing, specialist practice portfolio with V100, April 2020

Revised, module descriptor, community nurse practitioner prescribing (V100), 22 April 2020

Revised, module descriptor, specialist practice portfolio with V100, academic level six, April 2020

Revised, module descriptor, specialist practice portfolio with V100, academic level seven, 24 April 2020

Revised, module descriptor, specialist practice in SCPHN including V100, academic level six, April 2020

Revised, module descriptor, specialist practice in SCPHN including V100, academic level seven, April 2020

Condition two is met.

**Date condition(s) met:** 7 May 2020

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

***Met***

Condition two is met.

## 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)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
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
List additional documentation:	
<p>Virtual meeting with the programme team, 30 March 2020            NMC, AEI and PLPs annual self-assessment report, 2018-2019, undated            UoS, independent and supplementary prescribing (V300), programme approval visit report, 29 October 2019</p> <p>Post visit documentation:            Revised RPS mapping document, undated            Revised, nurse prescribing reflective discussion document, April 2020            Revised, community practitioner nurse prescribing (V100), log of prescribing related practice, April 2020            Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, community children's nursing, specialist practice portfolio with V100, April 2020            Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care,</p>	

SCPHN, specialist practice portfolio with V100, April 2020  
 Revised, MSc, postgraduate diploma, BSc (Hons), primary and community care, district nursing, specialist practice portfolio with V100, April 2020  
 Revised, module descriptor, community nurse practitioner prescribing (V100), 22 April 2020  
 Revised, module descriptor, specialist practice portfolio with V100, academic level six, April 2020  
 Revised, module descriptor, specialist practice portfolio with V100, academic level seven, 24 April 2020  
 Revised, module descriptor, specialist practice in SCPHN including V100, academic level six, April 2020  
 Revised, module descriptor, specialist practice in SCPHN including V100, academic level seven, April 2020

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

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	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	No
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	No
Students	No
If yes, please identify cohort year/programme of study:	
Service users and carers	No
If you stated no above, please provide the reason and mitigation	
Not applicable - major modification desktop review.	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	Yes/No
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

Not applicable - major modification desktop review.

Additional comments:

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**Issue record**

**Final Report**

Author	Bernadette Martin	Date	8 April 2020
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