

## Programme Major Modification report

### Section one

<b>Programme provider name:</b>	University of Chester
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Bridgewater Community Healthcare NHS Foundation Trust</p> <p>Cheshire and Wirral Partnership NHS Foundation Trust</p> <p>Greater Manchester Mental Health NHS Foundation Trust</p> <p>Wirral Community Health and Care NHS Foundation Trust</p> <p>Private, voluntary and independent health care providers</p>
<b>Programmes reviewed:</b> <i>This is the NMC programme title(s)</i>	<p>Independent and supplementary nurse prescribing V300 <input type="checkbox"/></p> <p>Community practitioner nurse prescribing V150 <input type="checkbox"/></p> <p>Community practitioner nurse prescribing V100 <input checked="" type="checkbox"/></p>
<b>AEI programme title(s):</b>	
<b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i>	<p>Community practitioner nurse prescribing V150</p> <p>Non-medical prescribing V300</p>
<b>Modified AEI programme title(s) if applicable:</b> <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i>	N/A

<p><b>Additional AEI programme title(s) if applicable:</b> <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>Community practitioner nurse prescribing V100</p>
<p><b>Academic level of current programme:</b></p>	
<p>Independent and supplementary nurse prescribing V300</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
<p>Community practitioner nurse prescribing V150</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11  <input type="checkbox"/> N/A</p>
<p>Community practitioner nurse prescribing V100</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF  <input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11  <input checked="" type="checkbox"/> N/A</p>
<p><b>Academic levels of modified/additional programme(s)/route(s):</b></p>	
<p>Independent and supplementary nurse prescribing V300</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
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 <input checked="" type="checkbox"/> N/A
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 <input type="checkbox"/> N/A
<b>Programme approval dates:</b>	
<b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i>	14 December 2020
<b>Date(s) of NMC approval of any modifications since last approval:</b>	N/A
<b>Programme start dates:</b>	
<b>Current modification programme start date:</b> Independent and supplementary nurse prescribing V300	<input type="text"/>
Community practitioner nurse prescribing V150	<input type="text"/>
	<input type="text" value="27 January 2022"/>

Community practitioner nurse prescribing V100	
<b>Date of modification:</b>	26 July 2021
<b>Type of modification:</b>	Desktop
<b>QA visitor:</b>	Registrant Visitor: Dianne Bowskill

**Section two**

**Summary of review and findings**

The University of Chester (the university) is an approved education institution (AEI). The faculty of health and social care (the faculty) is experienced in delivering prescribing programmes. The faculty are approved for independent and supplementary prescribing V300 and community practitioner nurse prescribing V150. The V300 and V150 were approved by the Nursing and Midwifery Council (NMC) on 14 December 2020.

The university present the community practitioner nurse prescribing V100 for approval. The programme is mapped to the Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC, 2018).

The V100 community practitioner nurse prescribing programme is a 10-credit award delivered at academic levels six and seven. The programme is delivered full-time and part-time.

The V100 is a core award at level six in the Bachelor of Science (BSc)/graduate diploma specialist practice community (SPC) programme. It's also a core award in the academic level seven Master of Science (MSc)/postgraduate diploma SPC programme. Both SPC programmes offer five pathways: nursing in the home/district nursing, mental health nursing, learning disability nursing, general practice nursing and community children's nursing.

The V100 is an optional award in the academic level six BSc/graduate diploma specialist community public health nursing (SCPHN) programme. It's also an optional award in the academic level seven MSc/postgraduate diploma SCPHN programme. Both SCPHN programmes offer three pathways: health visiting, occupational health nursing and school nursing.

There's evidence of partnership working between the AEI, practice learning partners (PLPs), students and service users and carers (SUCs) to develop and deliver the prescribing programmes.

Documentary evidence provides assurance that the V100 programme accepts applications from self-employed and non-NHS employed applicants. A checklist used at application to the SPC and SCPHN programmes ensures applicants to the V100 programme meet prescribing programme entry requirements.

A non-medical prescribing (NMP) service user handbook confirms the AEI and faculty commitment to SUC involvement in the co-production, delivery and

evaluation of the V100 prescribing programme. The timetable confirms SUCs contribute to programme delivery and evaluation.

The V100 programme team comprises of nurses with relevant qualifications for the prescribing award. The timetable provides evidence that the V300 and V150 programme teams, including a pharmacist, contribute to the V100. We're therefore assured that the delivery of all routes within the prescribing programme is consistent across the faculty.

There's documentary evidence to confirm the Standards for student supervision and assessment (SSSA) (NMC, 2018) are in place in the proposed V100 programme. The programme specification confirms that students are assigned to a practice supervisor, practice assessor and academic assessor. There's a V100 focussed session in the SPC and SCPHN programmes that prepares practice supervisors and practice assessors. Practice learning is assessed through the community practitioner nurse prescribing competency framework V100 document. Students are assessed by the practice assessor on their achievement of the RPS prescribing competencies.

Documentary evidence assures that the V100 practice assessor and academic assessor are aware they're required to meet at specific times during the period of practice learning. The midway practice meeting includes a tripartite meeting with the student.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The SSSA are met at programme level.

The V100 programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

<p><b>Conditions:</b></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>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<p><b>Date condition(s) to be met:</b></p>	<p>N/A</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>N/A</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>To ensure that developments in prescribing teaching and learning are implemented consistently as appropriate across all prescribing programmes.</p>

<p><b>Programme is recommended for approval subject to specific conditions being met</b></p>	
<p><b>Commentary post review of evidence against conditions</b></p> <p>N/A</p>	
<p><b>AEI Observations</b></p>	<p><b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p><b>Summary of observations made, if applicable</b></p>	<p>Amendment to confirm the V100 is a core award in the MSc/postgraduate diploma SPC programme.</p>



<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/>
	Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	N/A

### Section three

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

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



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.**

Evidence of partnership working between the AEI, PLPs, students and SUCs to develop and deliver prescribing programmes is confirmed in the V300 and V150 NMC approval report. Evidence to assure the same partnership working in the V100 is provided in the record of programme planning meetings, which report involvement of community specialist practitioner and SCPHN specialist nurses in programme development. Documentary evidence assures that students attended and contributed to V100 programme planning meetings and SPC/SCPHN staff student liaison committee meetings.

There's active partnership working at a bimonthly north west NMP education group (NWNMPEG) meeting. Documentary evidence assures that the V100 programme is discussed alongside the V300 and V150 programmes. Meetings are attended by the faculty NMP lead who's also the V300 programme lead. The programme team tell us the V100 programme lead receives minutes of the NWNMPEG meetings. Governance of prescribing programmes is further strengthened by the V300 prescribing leads presence at SPCHN and SPC programme committee meetings.

The V100 programme is integral in the SCPHN and SPC programmes both of which require manager agreement for study release. There's a joint approach to recruitment to the V100 programme at application to SPC and SCPHN programmes. There's a joint AEI and PLP student information pack and collaboration between the AEI, PLPs and SUC representatives at recruitment.

Documentary evidence, supported by discussion with the programme lead, provides assurance that the V100 programme within the SCPHN and SPC awards is open to application from self-employed and non-NHS employed registrants.

An application checklist assures that applicants to the V100 are confirmed to meet the prescribing programme entry requirements. For V100 the application check is made at application to the SPC and SCPHN programmes.

A NMP service user handbook confirms AEI and faculty commitment to SUC involvement in the co-production, delivery and evaluation of the V100 prescribing programme. Evidence assures SUC involvement in the development of the V100. The timetable confirms SUCs contribute to programme delivery, students receive feedback from SUCs on their progress and performance through a SUC feedback form, submitted as part of the V100 SPC practice learning skills portfolio and SCPHN practice learning skills portfolio.

There's opportunity for inter-professional learning in practice and in the classroom as students from specialisms such as health visiting, district nursing, general practice and occupational health nursing study the V100 award together.

V100 students provide feedback on the programme through course representatives, who attend the SPC/SCPHN staff student liaison committee meetings.

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. V100 prescribing is a core or option module within the SPC and SCPHN programmes. Entry to V100 is determined upon entry to the SCPHN or SPC programmes. Documentary evidence, supported by discussion with the programme lead, confirms an application checklist is in place to ensure applicants to the V100 programme meet entry requirements for V100 prescribing. V100 students are either full-time or part-time in education and manager agreement for time release is confirmed during application to the SPC or SCPHN programme.



The same checklist is used for all prescribing programmes and for the V100 this check is undertaken at application to the SPC or SCPHN programmes.

Audit documentation provides assurance that V100 practice learning placements are appropriate for prescribing students. The practice workplace audit is used for all prescribing programmes in the faculty.

The AEI have a system of personal tutoring that supports the student throughout the SPC or SCPHN programme including the V100 element. Upon application students identify a practice supervisor and practice assessor with a relevant prescribing qualification. The application checklist assures nominated practice supervisors and practice assessors for V100 students meet the requirements of the role.

**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  N/A

This modification is considering the V100 programme.

**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.**

Documentary evidence states all students on the current V100 programme will have completed before commencement of this proposed programme. The programme lead confirms there are no students returning to studies and therefore no transfers onto the proposed V100 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.**

The programme lead confirms there will be no transfer of current V100 students to the new programme. The SSSA is already in place for current students.

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: 26 July 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 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. An example timetable provides evidence that the taught element of the V100 programme uses a range of teaching and learning methods. Discussion sessions and small group work tutorials are timetabled to follow lead lectures thus providing students an opportunity to ask questions, check and develop understanding of key concepts. Students have facilitated opportunities to reflect on practice and to work in groups on case studies to develop their prescribing knowledge and skills. The programme lead tells us that practice supervisors and practice assessors help to develop simulated learning resources.

Students are supported to practice class taught skills in practice learning and the programme lead explains this supports students to prepare for assessment. For example, prescription writing taught in class is practised on non-patient facing

documentation under the supervision of the practice supervisor and practice assessor and submitted for assessment in the portfolio.

Content of the programme is mapped against and evidenced to meet the RPS prescribing competencies.

**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 is delivered in England.

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

<b>Date:</b> 26 July 2021	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b> N/A	
<b>Date condition(s) met:</b> N/A	
<b>Revised outcome after condition(s) met:</b> N/A	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>

<b>Standard 3: Practice learning</b>
<p><b>Approved education institutions must:</b> R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed</p> <p><b>Approved education institutions, together with practice learning partners, must:</b> R3.2 ensure that practice learning complies with the NMC <a href="#">Standards for student supervision and assessment</a> 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 <a href="#">Standards for student supervision and assessment</a></p>
<b>Findings against the standard and requirements</b>
<p><b>Provide an <u>evaluative summary</u> 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</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p style="text-align: right;"><b>MET</b> <input checked="" type="checkbox"/>      <b>NOT MET</b> <input type="checkbox"/></p> <p>R3.1 is met. Unchanged through this modification.</p>

**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. Unchanged through this modification.

**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  NOT MET

Date: 26 July 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 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. Documentary evidence provides assurance that the practice areas are appropriate and able to support practice learning for V100 students. On application there must be completion of an educational audit. This is the same audit and follows the same process as used on the V150 and V300 programmes. Student, practice supervisor and practice assessor facing documents assure those in these roles have knowledge of how to raise a concern.

- 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. There's documentary evidence to confirm the SSSA is in place in the proposed V100 programme. Upon application the student is required to nominate a practice supervisor and practice assessor and is provided with details of the role requirements. The practice supervisor and practice assessor undertake the role for the SCPHN or SPC programme including the V100 prescribing award. The programme lead confirms checks are made to assure those nominated as practice assessors and practice supervisors meet role requirements.

The prescribing practice assessor and practice supervisor handbook provides assurance that the AEI has mechanisms in place to prepare and support practice supervisor and practice assessor in their roles. Documentary evidence tells us that practice supervisors and practice assessors are invited to attend a V100 focussed preparation session. This is confirmed by the programme lead. The preparation session content assures the practice supervisor and practice assessor have knowledge of the programme content, know of the requirement to meet and know how supervision and assessment of prescribing competencies occurs throughout the SCPHN and SPC programmes.

**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. Documentary evidence outlining the V100 application process confirms that the practice assessor nominated by the student is required to demonstrate they're a registered health professional and experienced prescriber. The application checklist assures professional registration and registration of prescribing status is checked.

**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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to supervision and assessment are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 26 July 2021	
<b>Post event review</b>	
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"/>

<b>Standard 5: Qualification to be awarded</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>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:</p> <p>R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or</p> <p>R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)</p> <p>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</p> <p>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</p> <p>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</p>
<b>Findings against the standards and requirements</b>
<b>Evidence provides assurance that the following QA approval criteria are met:</b>

<ul style="list-style-type: none"> <li>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:           <ul style="list-style-type: none"> <li>- a community practitioner nurse (or midwife) prescriber (V100/V150), or</li> <li>- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)</li> </ul> </li> </ul>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 26 July 2021	
<b>Post event review</b>	
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	

**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: None identified.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The addition of the V100 is managed via a major modification desktop therefore meetings with stakeholders aren't required.		
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: The university is an established AEI so visits to resources aren't required.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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):	Dianne Bowskill	Date:	29 July 2021
Checked by:	Ian Felstead-Watts	Date:	2 August 2021
Submitted by:	Shahzaib Ghafoor	Date:	16 September 2021
Approved by:	Emiko Hughes	Date:	20 September 2021