

Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of Wolverhampton</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>West Midlands Ambulance Service NHS Trust Dudley and Walsall Mental Health Partnership NHS Trust University Hospitals Birmingham NHS Foundation Trust George Eliot Hospital NHS Trust South Warwickshire NHS Foundation Trust University Hospitals Coventry and Warwickshire NHS Trust Chesterfield Royal Hospital NHS Foundation Trust Derbyshire Healthcare NHS Foundation Trust University Hospitals of Derby and Burton NHS Foundation Trust Worcestershire Acute Hospitals NHS Trust Worcestershire Health and Care NHS Trust Wye Valley NHS Trust University Hospitals of Leicester NHS Trust United Lincolnshire Hospitals NHS Trust Kettering General Hospital NHS Foundation Trust Northampton General Hospital NHS Trust Northamptonshire Healthcare NHS Foundation Trust Nottingham University Hospitals NHS Trust Nottinghamshire Healthcare NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust Shrewsbury and Telford Hospital NHS Trust University Hospitals of North Midlands NHS Trust 2gether NHS Foundation Trust Lincolnshire Partnership NHS Foundation Trust Derbyshire Community Health Services NHS Foundation Trust Birmingham and Solihull Mental Health NHS Foundation Trust East Midlands Ambulance Service NHS Trust NHS Birmingham and Solihull CCG</p>

	<p>NHS Dudley CCG NHS Sandwell and West Birmingham CCG NHS Walsall CCG NHS Wolverhampton CCG NHS Coventry and Rugby CCG NHS South Warwickshire CCG NHS Warwickshire North CCG NHS Southern Derbyshire CCG NHS Herefordshire CCG NHS Redditch and Bromsgrove CCG NHS South Worcestershire CCG NHS Wyre Forest CCG NHS East Leicestershire and Rutland CCG NHS Leicester City CCG NHS West Leicestershire CCG NHS Lincolnshire East CCG NHS Lincolnshire West CCG NHS South West Lincolnshire CCG NHS South Lincolnshire CCG NHS Corby CCG NHS Nene CCG NHS Mansfield and Ashfield CCG NHS Newark and Sherwood CCG NHS Nottingham City CCG NHS Nottingham West CCG NHS Rushcliffe CCG NHS Shropshire CCG NHS Telford and Wrekin CCG NHS Cannock Chase CCG NHS East Staffordshire CCG NHS North Staffordshire CCG NHS South East Staffordshire and Seisdon Peninsula CCG NHS Stafford and Surrounds CCG NHS Stoke-on-Trent CCG Royal Orthopaedic Hospital NHS Foundation Trust Black Country Partnership NHS Foundation Trust Birmingham Community Healthcare NHS Foundation Trust Birmingham Women's and Children's NHS Foundation Trust Dudley Group NHS Foundation Trust Coventry and Warwickshire Partnership NHS Trust Leicestershire Partnership NHS Trust South Staffordshire and Shropshire Healthcare</p>
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	<p>NHS Foundation Trust Sandwell And West Birmingham Hospitals NHS Trust Lincolnshire Community Health Services NHS Trust Shropshire Community Health NHS Trust North Staffordshire Combined Healthcare NHS Trust Royal Wolverhampton NHS Trust Walsall Healthcare NHS Trust</p>
<p>Provision(s) reviewed:</p> <p>Provision: Community Practitioner Nurse Prescribing V100 Title of current programme: BSc (Hons) Specialist Community Nursing (District Nursing) (Top up), Post-graduate Diploma Specialist Community Nursing (District Nursing), BSc (Hons) Specialist Community Public Health Nursing (Health Visiting) (Top up), Post-graduate Diploma Specialist Community Public Health Nursing (Health Visiting), BSc (Hons) Specialist Community Public Health Nursing (School Nursing) (Top up), Post-graduate Diploma Specialist Community Public Health Nursing (School Nursing), BSc (Hons) Specialist Community Public Health Nursing (General Practice Nursing) (Top up), Post-graduate Diploma Specialist Community Public Health Nursing (General Practice Nursing) Modified programme title(s), if changed: N/A Programme start date: 21 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Modified academic level(s) if changed: N/A</p>	
<p>Date of review</p>	<p>18 May 2020</p>
<p>Type of Modification</p>	<p>Major Modification (Visit)</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Mike Kitching</p>

Section two

Summary of review and findings

University of Wolverhampton (UoW) faculty of education, health and wellbeing (FEHW) institute of health, is an established approved educational institution (AEI) of Nursing and Midwifery Council (NMC) pre-registration and post registration programmes and have experience in delivering prescribing programmes. UoW's V300 independent and supplementary prescribing programme and V150 community practitioner nurse prescribing programmes are in approval since 24 January 2020. UoW is seeking a major modification to the community practitioner prescribing for nurses and midwives programme (V100) against the NMC (2018) Standards for prescribing programmes (SPP) with adoption of the Royal Pharmaceutical Society (RPS) competence framework for all prescribers.

The V100 is integrated into graduate and post graduate specialist practitioner qualification (SPQ) district nurse programme, general practice and specialist community public health (health visiting and school nursing) nursing programme and will be delivered at academic level six or seven in a 20 credit module over 20 days.

Documentary analysis and findings at the approval visit demonstrate commitment towards partnership working with key stakeholders. There's evidence of partnership between UoW and practice learning partners (PLPs) in prescribing programmes at operational and strategic levels. There's evidence of effective communication processes between UoW and PLPs to ensure all governance is in place to deliver the programme. There is some evidence of engagement with service users and carers (SUC). The SPP (NMC, 2018) and the RPS competency framework for all prescribers are detailed in the documentation and mapped to the programme.

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

This major modification visit is undertaken remotely under Covid-19 restrictions.

The programme is recommended for approval subject to two specific NMC conditions. The visitor made one recommendation.

Updated 18 June 2020:

The AEI has provided documentation to meet the conditions. The conditions are met. The modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition one: To ensure all practice assessment documentation uses the correct terminology, practice assessor, practice supervisor and academic assessor in relation to the SSSA. (SFNME R2.4; SSSA R6.7; SPP R4.2)</p> <p>Condition two: To ensure there is a mechanism for reporting feedback from practice supervisor to practice assessor within the practice assessment document. (SFNME R2.4; SSSA R7.2; SPP R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
Date condition(s) to be met:	15 June 2020
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are recommended to review and update the use of the prescribing pyramid as a framework for prescribing scenarios within practice assessment documentation. (SFNME R2.2; SPP R2.2)
Focused areas for future monitoring:	The role and responsibilities of practice assessors, practice supervisors and academic assessors.

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Revised copies of practice documentation and practice assessor/practice supervisor guidance provide evidence the two NMC conditions are met.</p> <p>There's a revised practice document with consistent use of SSSA terminology. The revised practice document has a feedback section to enable communication between practice supervisor and practice assessor.</p> <p>The revised practice assessor/practice supervisor guidance explains the practice supervisor role.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	15 June 2020

Section three

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

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 the approval process confirms effective partnership working between UoW and key stakeholders including PLPs and students, in the development, delivery and evaluation of the programme at strategic and operational levels. Policies and processes are in place to support a partnership approach in the development and future delivery of the programme. The programme team meets regularly with practice assessors and practice supervisors as part of a structured meeting, to discuss programme developments and enable effective communication to be maintained. PLPs confirm their close working relationship with UoW. Partnership working between UoW and PLPs in managing educational audits and preparing practice supervisors and practice assessors to meet the SSSA is demonstrated in programme documentation and the approval process. The programme team report a planned joint approach to supporting practice learning. The practice assessor will liaise with the academic assessor to discuss student progress and provide feedback towards achieving competencies. This liaison takes place each semester and at least one of these is a tripartite meeting. Students tell us these meetings occur during the programme.

UoW has an embedded faculty strategy (SUCCESS) outlining cross-department opportunities for involving SUC in programmes. There's evidence of engaging SUC in the specialist practice programme, including the V100 prescribing programme. Service users confirm their involvement as part of the V100 prescribing programme, including an opportunity to provide practice-based feedback.

Current prescribing students are positive about their learning experiences and support provided from UoW. Students report they feel valued and UoW provides opportunities for them to feedback informally and through formal mechanisms.

Student feedback is responded to, and appropriate actions taken. Students explain howsay how UoW works with PLPs to ensure they're supported to achieve their competencies. All assessments are mapped to the learning outcomes and the competency framework for prescribers (RPS, 2016) and ensure appropriate monitoring of student progression.

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. According to submitted documentation UoW has the necessary governance structures 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 prescribing programme. According to submitted documentation UoW confirm the prescribing programme team work alongside individual practice partners to ensure appropriate supervision and assessment for prescribing students throughout the programme, this is confirmed by UoW. Practice partners have their own practice supervisor and practice assessor databases and PLPs ensure that the appropriate level of support is provided to each student and that their practice learning staff attend regular

updates for supervision and assessment. PLPs will determine and allocate practice supervisors and a practice assessor for each student at the commencement of the SPQ programme. The practice assessor and practice supervisor remains the same for the V100 programme part of the SPQ programme. Students tell us they are informed who the practice assessor is at the commencement of the SPQ programme. Professional registration of all practice assessors is checked at the admission stage by the programme team.

The disclosure and barring service (DBS) check is in place within the application process. Students and PLPs confirm this. Line managers confirm as part of the application process they ensure all NMC requirements are met and applicants are capable of safe and effective practice at a level appropriate to and within their area of future prescribing practice. All students interview for the SPQ programme, the admissions team will use the interview process to support information gathering, alongside the application form to determine compliance with the NMC entry criteria. Students are required to confirm on the application form numeracy skills are appropriate to undertake the programme. Processes for managing causes for concern are in place for all students. PLPs confirm they'll fully support programme requirements including learning in practice and ensure students are provided with protected learning time. Students confirm they're well supported by their employers and are released by them to attend taught elements of the programme. They're provided with protected learning time in practice learning.

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

UoW confirm there are no students studying on the existing approved programme who will be required to transfer to the new programme and no students on interrupted studies. All students are expected to complete the programme before September 2020.

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: 18 May 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).

Yes

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

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

Met

R2.3 is met. Programme documentation details the structure of the V100 programme. The V100 is integrated in the graduate and post graduate community nursing specialist programme and specialist community public health nursing (SCPHN) programme and will be delivered at academic level six and seven in a 20-credit module. The teaching, learning and assessment strategy is detailed in the module descriptors, programme handbook and module handbooks. The V100 programme is delivered using a variety of strategies including interactive lecture activities, peer-to-peer learning, tutor-led sessions, group work and workshops to address the needs of all learners. Student tutorial support is available as an individual appointment or group tutorials during the duration of the programmes. Individual appointments can be booked via an electronic booking appointment system. Students can contact lecturers via the university's email and via Canvas, the online virtual learning platform used for the programme. If they have any specific learning needs students know to contact the faculty enabling tutor and to liaise with the student support and wellbeing team. Students are positive about their learning experience in the programme and supporting material on the virtual learning platform. Practice assessment documentation details student achievement of RPS competencies. The practice assessor and academic assessor record in the practice assessment documentation RPS competencies are met. Students confirm there's support from the programme team and they are

always provided with timely feedback.

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 not delivered in Wales.

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

Yes

Assurance is provided that Gateway 2: Standards for student supervision

and assessment relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 18 May 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 3 Practice learning

Approved education institutions must:

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

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

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

R3.3 ensure technology enhanced and simulation-based learning opportunities are

used effectively and proportionately to support learning and assessment

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

Evidence provides assurance that the following QA approval criteria are met

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

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

Met

R3.1 is met. Documentary evidence and discussions at the approval visit confirm suitable and effective arrangements and governance for practice learning are in place for all applicants. This is assured through partnership working between the programme teaching team and PLPs. Practice supervisors and practice assessors are identified at the application stage in the application form and are prepared by UoW for their role. All are offered to attend a briefing session and are provided with a handbook. UoW say there's a practice assessor meeting every three months with an opportunity to discuss practice issues related to the SPQ programmes, including V100 programme. Practice assessors and practice supervisors confirm these meetings occur and speak positively of their structure. Students report they're well supported and get protected time for learning in practice. Practice learning governance arrangements are in place in practice learning environments for all students. Where concerns are raised by any party, these are dealt with in line with the raising concerns policy.

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. The V100 programme is delivered over 20 taught days. Programme documentation and findings at the approval visit confirm the programme is supported by Canvas, which contains supporting information for students directed and self-directed learning. Canvas includes discussion boards and webinar facilities which are used in a learner-centred approach across the SPQ programmes, including the V100 programme. A blended learning approach to teaching and learning is taken with Canvas supporting students to integrate and apply the theory to their own area of practice. UoW tell us Panopto lecture capture technology is used alongside other technology enhanced learning strategies. Practice based assessments are embedded in the programme to support learning, either via simulation or real life. Current students are positive about resources available on the virtual learning environment and say they're easily accessible.

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: 18 May 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. Documentary analysis and narrative from the UoW teaching team, students, practice supervisors and practice assessors, students will receive induction information contained in the programme and module handbooks. UoW teaching team undertake educational audits to ensure appropriate and effective systems and processes are in place in practice learning environments to support students' learning. Students tell us they're advised about and have access to the procedure for raising a concern within both the practice and university learning environments. Students, practice supervisors and practice assessors will receive induction information in the form of programme handbooks and module handbooks containing references and guidance about providing consent, promoting public safety and raising and escalating concerns. SUC contribute to the assessment of students through clinical practice and the provision of feedback to students within practice assessment documentation. Programme assessments are designed to support students to demonstrate the programme proficiencies, competence and confidence to prescribe. The practice assessment document requires students to

be assessed by their practice assessor through a range of methods, such as observation, workplace-based assessment and professional discussions. Assessments are mapped to the learning outcomes and the competency framework for all prescribers (RPS, 2016) to ensure appropriate monitoring of progression. According to the documentation there is a planned approach to support practice learning whereby the academic assessor will meet with the practice assessor to discuss and provide feedback on student progress towards achieving the competencies within the RPS (2016) competency framework for all prescribers. This is undertaken each semester.

The V100 is a module within the SPQ district nurse (SPQ DN) and SCPHN programmes. PLPs and students report on their experience of communication between academic assessor and identified practice assessor in practice for prescribing programmes as part of their SPQ DN or SCPHN programme. All students say they're supported and guided through the programme by UoW. Students tell us they give feedback at university taught days and give feedback on practice learning through a focus group about the new programmes.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Not Met

R4.2 is not met. There's documentary evidence for educational audits and effective systems in place to support practice learning. The programme team and PLPs report on the relationship between practice supervisors and practice assessors. While documentation makes reference to academic assessors, practice supervisors and practice assessors, there is some inconsistency with SSSA terminology. The use of terminology practice teacher and tutor is evident in some practice assessment documentation. (Condition one)

Programme documentation states the practice supervisor and practice assessor should be different people and can only be the same person in exceptional circumstances. Practice assessment documentation makes reference to the role of the practice supervisor. However, it is unclear how feedback is communicated between practice supervisor and practice assessor. (Condition two)

UoW and PLPs tell us they're adopting a regional approach to developing practice supervisors and practice assessors through the Midlands, Yorkshire and East practice learning group (MYEPLG) partnership which will maximise consistency in their preparation and enable sharing of resources for the preparation of practice assessors, practice supervisors and academic assessors. As an additional resource to this, practice assessors and practice supervisors are prepared for their roles through a handbook outlining their roles and responsibilities with students.

Practice supervisors and practice assessors are invited to a briefing session before the programme commences. Further to this briefing, regular practice assessor and practice supervisor meetings are scheduled three times a year to discuss programme related issues and developments. The academic assessor role is factored into their workload. Academic assessors must hold a relevant professional qualification. UoW prepare academic assessors at department level with either a face-to-face workshop or online provision. The academic assessor role is monitored through university appraisal processes. PLPs understand the SSSA and the roles of practice supervisor, practice assessor and academic assessor. They give assurance of adequate practice supervisors and practice assessors to supervise and assess students in practice for the V100 programme. There are opportunities for students to evaluate practice learning throughout the programme on their attendance days at the university. Students report they're supported and the programme team value their feedback.

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)

No

Not applicable as it does not refer to midwives undertaking prescribing for this programme.

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. Documentary evidence demonstrates admission processes identify practice supervisors and a practice assessor with relevant qualifications. The programme team confirm they undertake checks on qualifications and experience. Students say they're supported by a practice assessor who is appropriately experienced and qualified when they undertake anthe SPQ or SCPHN programme

incorporating the V100 programme and are supported to achieve all relevant competencies. Supervision and assessment will continue in compliance with the SSSA for the programme. In exceptional circumstances when a practice supervisor and practice assessor are the same person the programme team say the academic assessor will have regular contact with the practice assessor and visit in practice.

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

Yes

Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

Yes

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

Yes

Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

- successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
- successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%)

Yes

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

No

Practice assessment documentation is inconsistent with the use of SSSA terminology.

Practice assessment documentation makes reference to the role of the practice supervisor, however it's unclear how feedback is communicated between practice supervisor and practice assessor.

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

Practice assessment documentation is inconsistent with the use of SSSA terminology.

Practice assessment documentation makes reference to the role of the practice supervisor, however it's unclear how feedback is communicated between practice supervisor and practice assessor.

Outcome

Is the standard met?

Not Met

Practice assessment documentation is inconsistent with the use of SSSA terminology.

Condition one: To ensure all practice assessment documentation uses the correct terminology, practice assessor, practice supervisor and academic assessor in relation to the SSSA. (SFNME R2.4; SSSA R6.7; SPP R4.2)

Practice assessment documentation makes reference to the role of the practice supervisor, however it's unclear how feedback is communicated between practice supervisor and practice assessor.

Condition two: To ensure there is a mechanism for reporting feedback from practice supervisor to practice assessor within the practice assessment document. (SFNME R2.4; SSSA R7.2; SPP R4.2)

Date: 18 May 2020

Post Event Review

Identify how the condition is met:

Condition one:

The AEI has submitted a revised practice document for district nursing, practice nursing, school nursing and health visiting which is consistent with the use of SSSA terminology. The AEI has submitted a revised prescribing practice assessor/practice guidance document which explains the practice supervisor role.

Evidence:

Revised practice document district nursing, undated
Revised practice document practice nursing, undated
Revised practice document school nursing, undated
Revised practice document health visiting, undated
Revised prescribing practice assessor/practice supervisor guidance for community practitioner nurse prescribing(V100), undated

Condition one is met.

Condition two:

The AEI has submitted a revised practice document for district nursing, practice nursing, school nursing and health visiting which demonstrates a mechanism for reporting feedback from practice supervisor to practice assessor. The AEI has submitted a revised prescribing practice assessor/practice guidance document which explains the practice supervisor role.

Evidence:

Revised practice document district nursing, undated
Revised practice document practice nursing, undated
Revised practice document school nursing, undated
Revised practice document health visiting, undated
Revised prescribing practice assessor/practice supervisor guidance for community practitioner nurse prescribing(V100), undated

Condition two is met.

Date condition(s) met: 15 June 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are 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)

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 18 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	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: Care Quality Commission (CQC) reports: Royal Shrewsbury hospital, 8 April 2020 Shrewsbury and Telford hospital NHS Trust, 8 April 2020 The Dudley group NHS Foundation Trust, 12 July 2019 The Princess Royal hospital, 8 April 2020 The Royal Wolverhampton NHS Trust, 14 February 2020	
Post visit evidence Revised practice document district nursing, undated Revised practice document practice nursing, undated Revised practice document school nursing, undated Revised practice document health visiting, undated Revised prescribing practice assessor/practice supervisor guidance for community	

practitioner nurse prescribing (V100), undated
If you stated no above, please provide the reason and mitigation
Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Cohort 2019/20 SPQ DN and V100 student x one SCPHN (school nursing) and V100 student x one SCPHN (health visiting) and V100 student x one Specialist community nursing (general practice nursing) and V100 student x one	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	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	
Viewing facilities not required for this visit.	
Additional comments:	

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Issue record

Final Report

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Submitted by	Lucy Percival	Date	24 June 2020
Approved by	Leeann Greer	Date	25 June 2020