

Programme approval visit report

Section one

Programme provider name:	Swansea University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Swansea Bay University Health Board Hywel Dda University Health Board Powys Teaching Health Board Cwm Taf University Health Board Cardiff and Vale University Health Board
Programmes reviewed:	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V150 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V100 <input checked="" type="checkbox"/>
Title of programme(s):	Postgraduate Certificate (PG Cert) in Non-Medical Prescribing for Nurses, Health Visitors and Midwives V300 Community Practitioner Nurse or Midwife Prescribing V150 Community Practitioner Nurse or Midwife Prescribing V100
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input 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

<p>Community practitioner nurse prescribing V100</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</p>
<p>Date of approval visit:</p>	<p>2 December 2020</p>
<p>Programme start date:</p> <p>Independent and supplementary nurse prescribing V300</p> <p>Community practitioner nurse prescribing V150</p> <p>Community practitioner nurse prescribing V100</p>	<p><input type="text" value="24 March 2021"/></p> <p><input type="text" value="5 October 2021"/></p> <p><input type="text" value="7 October 2021"/></p>
<p>QA visitor:</p>	<p>Registrant Visitor: Alison Wood</p>

Section two

Summary of review and findings

Swansea University (SU) is an established approved education institution (AEI). The Department of nursing (the department), within the Faculty of health and wellbeing present the independent and supplementary prescribing (V300) and community practitioner nurse prescribing V100 and V150 programmes for approval. The programmes are mapped to the Nursing and Midwifery Council (NMC) Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018).

The V300 comprises two level seven modules leading to a 60-credit part-time post-graduate certificate (PG Cert) in non-medical prescribing (NMP) for nurses and midwives. It's delivered twice a year and there's 26 theory days and a practice requirement of 90 hours undertaken in the practice learning environment. The award can be taken as a standalone programme at academic level seven or as part of the Master of Science (MSc) advanced practice in healthcare or enhanced professional practice programmes.

The V150 programme is a 10-credit part-time standalone module, at either academic level six or seven and delivered twice a year. It's undertaken by registered nurses and midwives working in a community setting. There's 60 theory hours and 60 hours of practice-based learning.

The V100 programme is a 10-credit part-time module at academic level six or seven. It's a core module in the community health studies specialist practice in district nursing (SPDN) and the specialist community public health nursing (SCPHN) health visiting programmes. It's a core-optional module for the SCPHN school nursing programme. The module is delivered twice a year with 36 theory hours and a requirement of 36 hours practice-based learning within the wider education programme.

There's evidence of partnership working with practice learning partners (PLPs) with effective communication at a strategic and operational levels are involved in the development of the programmes. Key stakeholders including PLPs, service users and carers (SUC) and students are engaged in the co-production of the programmes. The department use the 'Once for Wales' approach, an overarching framework for the implementation of and preparation for the Standards for student supervision and assessment (SSSA) (NMC,2018). This is led by the all Wales nursing and midwifery group (AWNMG) which includes representation from SU. This includes descriptions of roles, preparation plans and information about ongoing updates for those involved in the supervision and assessment for all

programmes. There's a placement audit document and audit protocol used by all AEs and PLPs in Wales.

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

The programmes are recommended for approval subject to one NMC condition and one AEI condition. Two NMC and university joint recommendations are made.

Updated on 13 January 2021:

Evidence is provided that the changes required to meet the NMC condition have been made. SU confirm the university condition is met.

The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: Condition one: Ensure students know how to raise concerns and are encouraged and supported to do so in line with local and national policies. (Standards framework for nursing and midwifery education (SFNME) R1.5; SPP R2.1)</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance:</p>

	Condition two: The proposing team revise documentation for V100 and V150 to ensure the hours and terminology are accurately and consistently reflected. (University condition)
Date condition(s) to be met:	13 January 2021
Recommendations to enhance the programme delivery:	<p>Recommendation One: For the programme team to consider signposting to applicants that recognition of prior learning, capable of being mapped to the RPS competency framework for all prescribers may be conferred. (SPP R1.3, R1.4) (NMC and university recommendation)</p> <p>Recommendation Two: Consider drawing together the detail and processes of application in a more coherent manner ensuring selection is open, fair and transparent to students. (SFNME R2.6) (NMC and university recommendation)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions	
<p>Condition one is met. The raising concerns policy is now detailed in student facing documents and resources for V300, V150 and V100.</p> <p>Condition two is met. SU confirms the university condition is met. The programme team has corrected errors in module descriptors on programme hours for V100 and V150 within the documentation.</p> <p>The programme is recommended to the NMC for approval.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

Summary of observations made, if applicable	Accurate spelling of Cwm Taf University Health Board. V300 programme title is amended to include health visitors. Typographical errors amended. The V150 programme hours are amended to 60 hours theory and 60 hours practice as per revised V150 documents submitted in fulfilment of condition two (university condition).
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	13 January 2021

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>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</p> <p>Standard 2: Educational governance and quality:</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

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.

There's evidence of partnership working between SU and key stakeholders. Documentary evidence and the approval process provides evidence of consultation with key stakeholders specific to SU prescribing programmes. This is part of the 'Once for Wales' approach alongside prescribing specific strategic groups with particular focus on admissions and curriculum development for V100, V150 and V300.

PLPs tell us there's effective partnership working with the department and programme teams to ensure students undertaking the V100, V150 and V300 programmes are supported to achieve the relevant outcomes. They're confident

that the programmes will develop practitioners who are safe and effective prescribers. Minutes of meetings demonstrate PLPs are involved and they confirm this at the visit. Students, practice supervisors and practice assessors tell us there's clear academic support from the department for students on prescribing programmes. Students feel able to provide feedback using the evaluation process during and at the end of the programme and there are examples of how this influences course design. Students are also able provide feedback at the board of study meetings. There's evidence that external examiners are appointed for each of the prescribing programmes.

SU has an active SUC group who are involved in the department's healthcare programmes, including co-production of the prescribing programmes. The SUCs tell us of their involvement and role within the programmes across the department. They're included in board of study meetings which enables them to contribute to discussion about curriculum development and delivery, assessment and feedback. They tell us they're involved in prescribing programme delivery, giving a service user's perspective on NMP to each cohort.

SUCs representing patients are involved in extended patient scenario assessments and provide feedback to the students using a pre-set questionnaire. SUCs are prepared for their roles as part of the wider SUC group within the university. Documentation demonstrates SUC involvement in programme recruitment, ongoing development and evaluation. SUCs also provide feedback to students as part of their practice assessment documents and reviewed by practice assessors and academic assessors.

There's evidence of a robust recruitment process undertaken in partnership between the programme team and employers to ensure university and NMC requirements are met. The programme team should consider drawing together the detail and processes of application in a more coherent manner ensuring selection is open, fair and transparent to students. (Recommendation two)

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

N/A

MET

NOT 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.

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. There's a collaborative application and interview process between the PLPs and AEI. Strategic PLP leads identify potential students to apply and ensure candidate's suitability for the programme. Information is available on the website and programme specification for students prior to application. AEI specific application forms require V300, V150 and V100 applicants to demonstrate that they meet the published entry criteria. V300, V150 and V100 students are required

to participate in a selection day and interview as part of the recruitment process. Applications are checked by the SU programme director as part of the selection process, who confirms they meet the requirements to undertake a prescribing programme. The process also confirms employer support from managers in PLPs and assures there's practice assessor and practice supervisor support. As the application and interview process is collaborative between the PLPs and the university, strategic PLP leads support the identification of potential students to apply and ensure relevant governance is in place. Managers are required to sign to confirm the applicant's clinical competence and that practice learning time during the programme will be protected. Confirmation of the practice supervisor and practice assessor and assurance that they meet the requirements of the SSSA must be in place before students start their programme. For self-employed applicants the programme lead ensures that a practice learning audit is completed alongside confirmation that the requirements of SSSA will be met and that protected learning time is assured.

Registered midwife applicants are reviewed by the lead midwife for education (LME) in the recruitment and selection ensuring their suitability for the V300 prescribing programme or V100 or V150 modules. The LME supports them through the programme alongside the prescribing programme team.

As part of the application process, the programme team should also consider signposting to applicants that recognition of prior learning, capable of being mapped to the RPS competency framework for all prescribers may be conferred. (Recommendation one)

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>		
Proposed transfer of current students to the programme under review		
<p><i>From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> 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.</i></p> <p>Current students won't transfer to the SPP and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS (2016) competency framework for all prescribers) (NMC, 2018).</p>		
Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).		
<p>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.</p> <p>The SSSA is already used for current V300, V150 and V100 students. There will be no students transferring.</p>		
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met</p>		
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		
Outcome		
Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>		
Date: 2 December 2020		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/>		

N/A

Standard 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

R2.1 is not met. Students tell us they don’t know how to raise and escalate concerns within PLPs. A clear process for students to know how to raise and escalate concerns within the PLPs will provide assurance. (Condition one)

- 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. The programme specifications and timetables outline the structure, learning and teaching approaches and assessments within the V300, V150 and V100 programmes. The programmes are delivered using a blended learning approach and students will learn through e-learning, self-directed study and classroom-based activities. The V300, V150 and V100 programme teams and documentary evidence of timetables show the teaching strategies are designed to support students to achieve the RPS (2016) competency framework for all prescribers and relevant programme outcomes. V300, V150 and V100 programme outcomes are mapped to the RPS competency framework for all prescribers (RPS, 2016). Documentary evidence and students tell us of shared teaching across programmes to support inter-professional learning.

The programme teams include nurse, midwife and SCPHN recorded prescribers. A pharmacist is also involved in teaching on the programmes.

Documentary evidence and students tell us they're signposted to additional support services within the university, particularly for the development of numeracy and academic skills.

Programme documentation details the communication processes between practice assessors, practice supervisors and academic assessors for V300, V150 and V100.

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

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

YES NO

Students tell us they do not know how to raise and escalate concerns within PLP's. A clear process for students to know how to raise and escalate concerns within the PLP's will provide assurance. (Condition one)

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

Students tell us they do not know how to raise and escalate concerns within PLPs. A clear process for students to know how to raise and escalate concerns within the PLPs will provide assurance.

Condition one: Ensure students know how to raise concerns and are encouraged and supported to do so in line with local and national policies. (SFNME R1.5; SPP R2.1)

Date: 2 December 2020

Post event review

Identify how the condition(s) is met:

Information is provided within induction for students on the 'Raising Concerns' policy on the virtual platform, located within the College of Human and Health Sciences HUB.

A statement has been added to programme specific documents provided to students within the prescribing programmes. This clarifies the process for students in relation to escalation of concerns whilst on the programme.

Evidence:

V100 Programme specification, January 2021

V100 Module specification, January 2021

V150 Programme specification, January 2021

V150 Student personal achievement document – electronic – practice assessment document (E-PAD), January 2021

V100 Module handbook, January 2021

V300 Module handbook, January 2021

Date condition(s) met: 13 January 2021

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

Approved education institutions must:

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

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

R3.2 ensure that practice learning complies with the NMC [Standards for student supervision and assessment](#)

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

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

Findings against the standard and requirements

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

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

MET

NOT MET

R3.1 is met. Documentary evidence and meetings with students and PLPs at the approval visit confirm that governance arrangements are in place for practice

learning for both NHS and self-employed practitioners through manager support and PLP audit. Governance of practice learning is supported by the requirement for PLP educational audit in all environments where practice learning will take place. This is assured by effective partnership working between PLPs and programme teams. PLPs confirm they work strategically across NHS health boards, locally with the programme teams and organisational prescribing and educational leads to support governance and the students. Self-employed applicants are supported and reviewed by the programme lead and academic assessor in the absence of a manager/service lead. They're required to complete the educational audit which assures there's appropriate policies and processes in place to evidence suitable and effective governance of practice learning arrangements. A conditional place is offered until the audit is in place.

Protected learning time must be agreed at application by the manager through the application form. The academic assessor monitors protected learning time as part of the support engagement with the student, practice assessors and practice supervisors. The practice assessor confirms completion of the required practice hours within the practice learning documentation; E-PAD for V100/V150. The V300 students submit formative progress reports for scrutiny by the academic assessor and programme team over the programme duration.

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. Documentary evidence and the approval visit highlights the use of clinical skills and simulation-based learning within the V300 programme through simulated patient scenarios which relate to the RPS competencies (RPS, 2016). Within the V150 and V100 programme simulation-based learning is not used however observed practice is used as a tool for reflective learning and group work within the university with the academic assessor and peers.

Technology enhanced learning is embedded within all the programmes, particularly in relation to the development of numeracy related to prescribing. Documentary evidence presents the access to online prescribing resources as well

as online library resources for all programmes. There's use of virtual learning environments (VLE) in all programmes.

V300, V150 and V100 students tell us online learning supports learning in remote locations; they confirm that online and flexible learning supports their development. An E-PAD is used for V150 and V100 programme as part of their practice-learning assessment and a portfolio for V300.

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: 2 December 2020

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. There are appropriate and effective systems and processes in place to support students on V300, V150 and V100 programmes. There's an all Wales educational audit for all programmes including prescribing. A service level agreement and all Wales audit is completed when a student comes from an area which doesn't have these in place. Practice assessors and practice supervisors are identified by the PLP and agreed by the university during the application process for all programmes. Documents and discussion at the approval visit confirm a process for ongoing and effective communication between the practice assessor and academic assessor to support student progress and achievement of competencies.

- 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. Documentary analysis and discussions confirm the preparation of practice supervisors and practice assessors following the 'Once for Wales' approach with educational sessions specific to the prescribing programmes. Documentary analysis details the flexible approaches to practice assessors and practice supervisors for supporting prescribing students. Employers maintain a record of those who meet the criteria for practice assessment. This is checked within the admission process by the prescribing programme teams and PLPs. Practice assessors and supervisors for self-employed practitioners are checked by the programme leader and academic assessor. Programme documentation details prescribing specific roles and responsibilities of practice assessors and practice supervisors for the programmes. PLPs confirm a commitment to support the programme teams to ensure practice assessors and practice supervisors are prepared for their roles. Preparation sessions are also provided for practice assessors and supervisors for self-employed students. Practice assessors and practice supervisors tell us they feel prepared for these roles.

There are academic assessors identified within the prescribing programme team and they're prepared within the university to undertake this role.

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**

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

- Processes are in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking (R4.5)

MET **NOT MET**

R4.5 is met. The documentary analysis and discussion at the approval visit confirm there's a process for all programmes to confirm that the practice assessor is an experienced prescriber and registered healthcare professional. This is checked by the programme team at application. The applications for all programmes require the support of line managers and PLPs. This is confirmed by the programme team and PLPs within the application and interview process.

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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: Standards for student supervision and assessment relevant to supervision and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome
Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 2 December 2020
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of: R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or R5.1.2 a nurse or midwife independent/supplementary prescriber (V300) R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice

Findings against the standards and requirements

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

- Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:
 - a community practitioner nurse (or midwife) prescriber (V100/V150), or
 - a nurse or midwife independent/supplementary prescriber (V300) (R5.1)
 YES NO
- Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award (R5.2)
 YES NO
- Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the 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 NO
- 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 NO

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met
 YES NO

Outcome

Is the standard met? MET NOT MET

Date: 2 December 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

MET

NOT MET

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 None identified.		
List additional documentation: Post visit: V100 Programme specification, January 2021		

<p>V100 Module specification, January 2021 V150 Programme specification, January 2021 V150 Student personal achievement document E-PAD, January 2021 V100 Module handbook, January 2021 V300 Module handbook, January 2021</p>
<p>Additional comments: None identified.</p>

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, please identify cohort year/programme of study: V100 – five current students V150 – five current students V300 – two current students, five previous students</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation</p>		
<p>Additional comments None identified.</p>		

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 checked="" type="checkbox"/>	<input 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 This is an existing AEI. Remote visit conducted during COVID-19.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Alison Wood	Date:	9 December 2020
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Submitted by:	Lucy Percival	Date:	25 February 2021
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