Programme approval visit report

Section one

Programme provider name:	University of Nottingham
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Chesterfield Royal Hospital NHS Foundation Trust Derby Hospitals NHS Foundation Trust Ashford and St Peters NHS Foundation Trust Frimley Park Hospital NHS Foundation Trust Queen Victoria Hospital NHS Foundation Trust Royal Surrey County Hospital NHS Foundation Trust Sussex Partnerships NHS Foundation Trust Western Sussex Hospitals NHS Foundation Trust Brighton & Sussex University Hospitals NHS Trust Derbyshire Community Health Services NHS Trust Derbyshire Healthcare NHS Foundation Trust Nottingham University Hospitals NHS Trust Nottinghamshire Healthcare NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust United Lincolnshire Hospitals NHS Trust University Hospitals of Derby and Burton NHS Foundation Trust Private voluntary and independent

	health care providers
Programmes reviewed:	Independent and supplementary nurse prescribing V300 ☒
	Community practitioner nurse prescribing V150 ☒
	Community practitioner nurse prescribing V100 ☐
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Title of programme(s):	Independent/supplementary prescribing (V300) Community Practitioner Prescribing (V150)
Date of approval visit:	11 March 2019

Programme start date:	
Independent and supplementary nurse prescribing V300	Date: 11 November 2019
Community practitioner nurse prescribing V150	Date: 01 January 2020
Community practitioner nurse prescribing V100	Date: N/A
QA visitor:	Heather Bain

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Section two

Summary of review and findings
The University of Nottingham (the university) is an approved educational institution (AEI) and is experienced in delivering an independent/supplementary prescribing preparation programme (V300) in two areas within England: Health Education Kent, Surrey and Sussex, and Health Education East Midlands. This proposal is for the approval of a 40-credit module V300 programme against the Standards for prescribing programmes (NMC, 2018) at both academic level six and seven. There is the option of delivery via a face to face programme or a distance learning route over six months. The distance learning programme has eight days of attendance supported by directed study. The face to face version has the equivalent of 26 days of attendance.

The School of Health Sciences (the School) is also requesting the approval of a 20-credit module V150 prescribing programme at academic level six in preparation for a potential market in the future when nurses and midwives can access a V150 programme following achievement of pre-registration programmes and NMC registration. The V150 route will only be offered through face to face learning, delivered over three months with 10 face to face days attendance. There's no demand to deliver the V150 in the immediate future but this will be continually reviewed by the programme team and the PLPs.

The university demonstrates a collegiate and partnership approach to the development of the prescribing programmes.

The programmes are recommended for approval subject to two conditions. Two recommendations are also made.

15 April 2019

Evidence was provided by the university to meet the two conditions. The conditions are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐

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Conditions:	Effective partnership working: collaboration, culture, communication and resources
Please identify the standard and requirement the condition relates to under the relevant key risk theme. *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	None identified
	Selection, admission and progression
	None identified
	Practice learning
	Condition one: Review the process of practice supervision and assessment to ensure all documents are consistent in relation to practice supervisors, practice assessors and academic assessors, this includes the flow chart on page seven and timeline on page 12 in the handbook for practice supervisors, practice assessors and designated medical practitioners (DMPs) (Standards for prescribing programmes (SPP) R3.2).
	Condition two: To ensure all documentation is explicit in the hours expected for learning in practice for nurses and midwives. (SPP R4.8)
	Assessment, fitness for practice and award
	None identified
	Education governance: management and quality assurance
	None identified
Date condition(s) to be met:	30 April 2019
Recommendations to enhance the programme delivery:	Recommendation one: To review the detail in programme/module handbooks concerning practice supervisors and assessors to ensure this information is available to the students within their handbooks. (SPP R3.2)
	Recommendation two: To make clear within programme documentation that an objective structured clinical examination (OSCE) is part of the practice assessment. (SPP R4.8)
Focused areas for future monitoring:	Models for practice learning and the role of the practice supervisor, practice assessor and academic assessor.
	The assessment strategy.

| | The service user input within the programme. |

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions

Revised programme documentation provides evidence that the changes required to ensure consistency regarding practice supervisors, practice assessors and academic assessors to meet condition one have been made.

Assurance is provided that R3.2 is met.

The number of practice learning hours for nurses and midwives is consistent throughout the revised programme documentation to meet condition two

Assurance is provided that R4.8 is met.

AEI Observations	**Observations have been made by the education institution YES ☒ NO ☐**
Summary of observations made, if applicable	None identified
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	15 April 2019

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and

practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

environments

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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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 analysis and findings at the approval visit demonstrates a partnership approach to the development and planned delivery of the prescribing programmes. Policies and processes are in place to support partnerships between the university, the practice learning partners (PLPs), the students and service users. The programme development team include staff from a range of backgrounds, some of who are experienced in delivering prescribing programmes. We found the review of the current programme, which involved key stakeholders including DMPs, previous and current students, has informed the new programme developments. Students reported that as a result of their feedback, a modified 'in

practice' OSCE is now incorporated into the new programme. At the approval visit the PLP managers, DMP, previous and current students, and service users confirmed their involvement in the curriculum review and development process.

The programme team and the PLP managers reported on their partnership working, particularly the admission process of the programme. They confirmed a formal programme review process was established as part of the commissioning process. The postgraduate director within the School links with PLP managers through strategic meetings.

The programme team confirm they have the required resources in place to deliver the programmes. They report that in the immediate future there is no demand to deliver the V150 programme. However, with the changes to the pre-registration nursing programmes and the potential for nurses and midwives to prescribe earlier in their career, they wish to future proof the provision of prescribing programmes to offer the V150 at academic level six. It is not intended at this point to teach the V150 and V300 together.

The V300 programme is also accessed by allied health professionals who will be supported by DMPs, The DMPs will also take on the role of practice assessors for nurses and midwives. The programme team, with the PLPs, have developed criteria for health professionals other than medical staff to become practice assessors to meet the requirements of the Standards for student supervision and assessment (SSSA). This change to non-medical practice assessors will occur over a period of time. Two previous V300 students told us they will become practice supervisors for future students and through consolidation of their prescribing practice would be happy to be considered as future prescribing practice assessors. The programme team confirmed they will be academic assessors.

The students spoke highly of the programme team and their availability to provide support, as required. The service users shared their input into the delivery of learning and teaching within the programme. They reported their main role was in the use of simulated case studies and the opportunity to provide feedback to students on communication skills. The students at the approval visit confirmed the value of the case studies used within the teaching sessions. Service users are also required to provide feedback to the students in practice at least once and are also encouraged to provide feedback as part of a practice based OSCE.

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** ☐

Gateway 2: *Standards for student supervision and assessment*

MET ☒ **NOT MET** ☐

If not met, state reason and identify which standard(s) and requirement(s)

are not met and the reason for the outcome

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.

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)

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YES ☒   **NO** ☐

</div>

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)

<div align="center">

MET ☒   **NOT MET** ☐

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R1.3 is met. The applicant pack demonstrates that governance is considered as part of the admission process. This includes a disclosure and barring service (DBS) check and that the learning environment has had an educational audit. All applicants must have confirmation from their line manager which includes: the line manager will work in partnership with the university to ensure all governance arrangements are in place, including protected time and support; and the applicant is capable of safe and effective practice at a level of practice appropriate to the applicants interned area of prescribing practice. Self-employed students are asked to provide the name of an individual who can verify that a governance structure is in place. A self-audit tool is available for practice learning environments where a full university educational audit has not been completed. This audit is reviewed by the programme team prior to the applicant being accepted on the programme. At the approval visit students and PLP managers confirm this process is in place. The programmes are subject to the school quality assurance process through the annual review of all post-registration and postgraduate modules. The PLPs in the south east area have a formal annual review of the programmes which is part of the commissioning process. The Nottingham PLPs review of the programme is achieved through the postgraduate director making links with local health service providers.

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4)   **YES** ☒   **NO** ☐

- Processes are in place to confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme (R1.5)

  YES ☒   **NO** ☐

- Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6):

  - Clinical/health assessment

  - Diagnostics/care management

  - Planning and evaluation   **YES** ☒   **NO** ☐

- Processes are in place to ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme (R1.7)   **YES** ☒   **NO** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the <u>Standards for prescribing programmes</u> and <u>Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers)</u> will be met through the transfer of existing students onto the proposed programme.

The curriculum documentation confirms that existing students will complete the existing approved programme. Any V300 student who has an interruption of studies will return to the new V300 programme.

The programme team report that they are expecting one student who is currently on an interruption of studies to transfer over to the new programme due to the length of time of interrupted study. The current programme already incorporates the Royal Pharmaceutical Society (RPS) competency framework and is the basis for practice assessment. Any learning needs of students returning from programme interruption will be determined on an individual basis as part of the preparation of the student's resumption of studies.

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Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to selection, admission and progression are met

YES ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☒   **NOT MET** ☐

Date: 11 March 2019

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)

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YES ☒ **NO** ☐

</div>

- 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).

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YES ☒ **NO** ☐

</div>

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)

<div align="right">

MET ☒ **NOT MET** ☐

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R2.3 is met. The programme documentation details the structure of the V300 and V150 programmes; how theory and practice are managed, and the learning and teaching strategies used to achieve the RPS competency framework for all prescribers. The V300 is delivered as a face to face programme or as a distance learning version over six months. The distance learning programme has eight days of attendance, supported by directed study. The face to face version has the equivalent of 26 days of attendance. The V150 is delivered over three months with 10 face to face days attendance. There's no demand to deliver the V150 in the immediate future but this will be continually reviewed by the programme team and the PLPs.

Teaching, learning and assessments strategies detail the use of a range of media to accommodate a variety of learning styles. Previous and current students confirmed the value of using case studies as a learning tool and this will continue in the new programme. The students also commented on the value of undertaking poster presentations and this strategy will also continue to be used in the revised programme.

All students within a cohort of the V300 will be taught together. The programme team report that additional tutorials will be offered to those at different academic levels. The School has weighted domain marking criteria for written work at all academic levels which provide the basis for feedback to students. The poster assessment is marked using a marking criteria which defines the differences between degree and masters for this work.

At the approval visit, students who had previously undertaken the poster assessment spoke of its value to support their learning and development. The students also spoke positively about the use of case studies within the programme. The service users at the event report how they're used in teaching sessions within the programme.

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

If relevant to the review

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

YES ☐   **NO** ☐ **N/A** ☒

The programme is delivered in England.

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

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met   **YES** ☒   **NO** ☐

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Outcome

Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 11 March 2019		

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

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).

<div align="right">

MET ☒   **NOT MET** ☐

</div>

R3.1 is met. The application pack ensures that governance arrangements are in place in practice learning environments for all applicants. Students aren't allowed to commence the V300 or V150 programme unless these arrangements are verified.

The programme team report that there's been no self-employed students on the V300 programme previously. There's evidence of applications but self-employed applicants didn't provide their line manager declaration and weren't therefore

offered a place.

A declaration of self-employment and self-audit are required from students working outside of the NHS. Where a manager is not available, a "suitable other" can be put forward. The teaching team determines their suitability. All of this information is available to applicants and employers on the pre-course page of the university website.

The programme team and PLP managers report that currently there's enough practice assessors from the existing population of DMPs to support the V300 programme.

Previous students told us they'll be practice supervisors and practice assessors in the future and clearly understand the role and responsibilities involved. The PLP managers are clear in their understanding of SSSA requirements. They confirm a capacity building plan to move from medical to non-medical practice assessors.

The Care Quality Commission (CQC) reports for the practice learning organisations are rated as good or outstanding. There's nothing of significance that would impact on prescribing students in practice learning environments. The programme team and PLP have 'partners in practice' agreements and education liaison groups in place to address any issues, if they arise.

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

R3.2 is not met. Students, assessors and PLP managers at the approval visit are fully aware of the process to escalate any concerns.

The elements of the practice assessment documentation (PAD) are made up of individual documents to allow the students to submit them electronically at key points within the programme. This includes a formative mid-point report, a learning log and a practice assessment document that contains the RPS competency framework.

There's a detailed practice supervisor and practice assessor handbook which also addresses the role of the academic assessor in the process. The academic assessor will be a member of the programme team and has allocated time to undertake this role. All the information is available to students within the electronic learning environment Moodle. Overall, the documentation complies with the SSSA. However, the programme/module handbook is brief and doesn't contain the details provided to practice supervisors and assessors. (Recommendation one) In addition, there's inconsistencies and inaccuracies in relation to the practice supervisor, practice assessor and academic assessor within the documentation. In particular the handbook for practice supervisors, practice assessors and DMPs implies that unless a student is failing in practice the academic assessor is not involved in the process. (Condition one)

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

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

MET ☒   **NOT MET** ☐

R3.3 is met. Programme documentation and findings at the approval visit confirm a range of simulation and technology-based strategies used to support learning.

Moodle provides a digital online learning platform for all students and uses technology such as lecture capture. Students undertaking the V300 at a distance will have more interaction with the online platform. Additionally, computer aided assessment is a feature of the V300 programme.

The programme team gave other examples of the use of technology for both the V150 and V300 programmes including interactive online case studies on topics as diverse as athlete's foot and the oral contraceptive pill. In addition, screen casts of lectures are provided, which students have the option to download as podcasts. The core text is available as an e-book; virtual "chats" are held to support students during distance learning and revision and extensive quiz materials are available within Moodle. Online case-studies, and simulation opportunities are provided as part of a session on medication reviews and polypharmacy.

Some of the students we met had experience of mainly face to face delivery of the current programme and others had more online teaching. They are all positive about their learning experiences and confirm that simulated activities are available in the new programme.

Service users told us that they are involved in scenarios related to patient consultation for postgraduate students. The programme team report that service users will continue to be used at both academic levels and for both the V150 and V300 programmes.

• 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** ☒

R3.2 is not met. The Standard requires that arrangements for student supervision

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and assessment of practice learning complies with the SSSA. The programme documentation is not consistent regarding the involvement of the practice supervisor, practice assessor and academic assessor in practice learning and assessment. The documentation implies that unless a student is failing in practice the academic assessor is not involved in the process.

Condition one: Review the process of practice supervision and assessment to ensure all documents are consistent. This includes the flow chart on page seven and the timeline on page 12 in the handbook for practice supervisors, practice assessors and DMPs. (SPP R3.2)

The programme/module handbook is brief and does not contain the details that are provided to practice supervisors and assessors.

Recommendation one: To review the detail in programme/module handbooks concerning practice supervisors and assessors to ensure this information is available to the students within their handbooks. (SPP R3.2)

Date: 11 March 2019

Post event review

Identify how the condition(s) is met:

Condition one:

The programme team presented revised documentation. The handbooks for practice supervisors and practice assessors for both the V150 and V300 programmes have been reviewed to ensure consistency on the process of practice supervision. This revised documentation includes amendments to the flow chart and to the timelines. SPP R3.2 is now met.

Evidence:

Handbook for practice supervisors, practice assessors and designated medical practitioners (V300), updated April 2019.

Handbook for practice supervisors, practice assessors and designated medical practitioners (V150), updated April 2019.

Module handbook, non medical prescribing for nurses and midwives, degree level, distance, updated 29 March 2019.

Module handbook, non medical prescribing for nurses and midwives, degree level, face to face, updated 29 March 2019.

Module handbook, non medical prescribing for nurses and midwives, masters level, distance, updated 29 March 2019.

Module handbook, non medical prescribing for nurses and midwives, masters level, face to face, updated 29 March 2019.

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Module handbook, community practitioner prescribing distance learning, face to face, updated 29 March 2019.

Student practice handbook, non medical prescribing, V300, April 2019.

Student practice handbook, non medical prescribing, V150, April 2019.

Recommendation one:

The programme team have also taken the opportunity to review recommendation one related to R3.2. Rather than provide additional information in the module handbook the team have revised the handbook for practice supervisors and practice assessors to become a student facing version titled 'student practice handbook'.

Date condition(s) met: 15 April 2019

Revised outcome after condition(s) met:	**MET** ☒	**NOT MET** ☐
SPP R3.2 is met.			

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%)

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education (R4.1)

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary analysis and findings at the approval visit evidence that support, supervision and learning and assessment meet NMC requirements. A mapping document is provided to demonstrate how the programmes comply with the Standards framework for nursing and midwifery education.

At the approval visit the students, PLP employers and practice assessors told us how they work in partnership with the university to apply the new Standards to the programme. All spoke highly of the support available from the programme teams and their quick responses to any queries.

- 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. The programme documentation and findings at the approval visit evidence the support, supervision, learning and assessment arrangements in the programmes. A guide to the implementation of the SSSA has been developed by the Pan-Midlands, Yorkshire and East practice learning group (MYEPLG) which provides an outline of all the roles and how the individuals will be prepared.

The application pack ensures that governance is in place for all applicants prior to commencing the programmes to support their learning in practice. Provision is made for applicants who are self-employed. If the manager declaration isn't completed applicants aren't offered a place. It's at this stage that practice supervisors and practice assessors are identified.

Previous students at the approval visit confirmed their understanding of the practice supervisors and practice assessors' roles they will undertake in the future. An existing DMP told us how he was prepared, his use of the programme handbook and that the academic staff are available for any queries. The PLP managers at the approval visits are clear in their understanding of the new standards and confirmed criteria is available for the identification and preparation of practice supervisor and practice assessor roles.

- 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 documentation, in particular the application pack, provides evidence that the programmes comply with requirements for practice supervisors and practice assessors. The criteria for being a practice supervisor and practice assessor for the programmes has been developed by the programme team in collaboration with PLPs. The criteria are identified in the relevant handbook for

practice supervisors and practice assessors. It's explicit in the handbooks, they have to be an experienced prescriber with suitable equivalent qualifications for the programme the students is undertaking. The programme team and PLPs report that they didn't see any future instances that would require the practice supervisor and practice assessor to be the same person. The PLPs report that the change from medical to non-medical staff as practice assessors for V300 students will happen over a period of time. Two previous V300 students told us they will become practice assessors in the future.

The preparation for the new roles is outlined in the handbooks for practice supervisors and practice assessors. All supervisors and assessors are provided with this handbook and are given the opportunity to attend a university briefing session. The handbook states that this briefing session is mandatory for non-medical practice assessors for V300 students.

- 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** ☒

R4.8 is not met. The programme specifications and programme handbooks outline the assessment strategy. While an OSCE is not an essential requirement for the programme, the team comment on its value and have retained it in the new programmes. However, the OSCE is not detailed within the programme documentation. (Recommendation two).

All assessments must be achieved and there's no compensation allowed. The academic assessor verifies the final assessment for the award. While there's no NMC requirement of the number of hours for learning in practice, the programme team and PLPs confirm that they have elected to keep the previous amount of protected learning hours in practice. In the programme documentation, 65 hours of protected learning in practice is identified for the V150 programme. However, the number of hours isn't consistent within the V300 programme varying between 90 and 78 hours for nurses and midwives. (Condition two)

- 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

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be passed with a minimum score of 80%), and

- successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%). **YES** ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒

R4.8 is not met.

The programme documentation is not consistent in the amount of protected learning hours required within the V300 programme.

Condition two: To ensure all documentation related to the V300 is explicit in the hours expected for learning in practice for nurses and midwives. (SPP R4.8)

R4.8 The OSCE assessment is not detailed within the programme documentation.

Recommendation two: To make explicit within documentation that an OSCE is part of the practice assessment. (SPP R4.8)

Date: 11 March 2019

Post event review

Identify how the condition(s) is met:

Condition two:

The programme team presented revised programme documentation. The V300 student handbook and the handbook for practice supervisors and practice assessors have all been reviewed. The documents are consistent in stating that nursing and midwifery students accessing the programme require 78 hours protected learning in practice. R4.8 is now met.

Evidence:

Handbook for practice supervisors, practice assessors and designated medical

practitioners (V300), updated April 2019.

Module handbook, non-medical prescribing for nurses and midwives, degree level, distance, updated 29 March 2019.

Module handbook, non-medical prescribing for nurses and midwives, degree level, face to face, updated 29 March 2019.

Module handbook, non-medical prescribing for nurses and midwives, masters level, distance, updated 29 March 2019.

Module handbook, non-medical prescribing for nurses and midwives, masters level, face to face, updated 29 March 2019.

Student practice handbook, non-medical prescribing, V300, April 2019.

Recommendation two:

The programme team have also taken the opportunity to review recommendation two in relation to R4.8. The V300 programme/module handbooks have been updated to explicitly illustrate that an OSCE is part of the practice assessment.
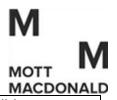

Date condition(s) met: 15 April 2019

Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

SPP R4.8 is met.

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

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** ☐

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nursing associate education.

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 11 March 2019		

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Practice placement handbook	☒	☐
PAD linked to competence outcomes, and mapped against RPS *A Competency Framework for all Prescribers*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the programme meets the *Standards for prescribing programmes* and RPS *Standards of proficiency for prescribers* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	☒	☐

Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	☒	☐

List additional documentation:
Post approval visit documentation:
Handbook for practice supervisors, practice assessors and designated medical practitioners (V300), updated April 2019.
Handbook for practice supervisors, practice assessors and designated medical practitioners (V150), updated April 2019.
Module handbook, non medical prescribing for nurses and midwives, degree level, distance, updated 29 March 2019.
Module handbook, non medical prescribing for nurses and midwives, degree level, face to face, updated 29 March 2019.
Module handbook, non medical prescribing for nurses and midwives, masters level, distance, updated 29 March 2019.
Module handbook, non medical prescribing for nurses and midwives, masters level, face to face, updated 29 March 2019.
Module handbook, community practitioner prescribing distance learning, face to face, updated 29 March 2019.
Student practice handbook, non medical prescribing, V300, April 2019.
Student practice handbook, non medical prescribing, V150, April 2019.

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

Additional comments:

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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐

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Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: 4 x students from Nottingham cohort and 2 x students from Guildford cohort.		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings The virtual learning environment was briefly demonstrated. It's clear that the PAD and student handbooks will become online sources rather than print versions.		
If you stated no above, please provide the reason and mitigation This is an established approved education institution. Visits to facilities including practice learning environments weren't required for this approval. The academic staff, students and PLPs all spoke highly of the facilities available to deliver these programmes.		
Additional comments:		

Issue record			
Final Report			
Author:	Heather Bain	Date:	20 April 2019
Checked by:	Bernie Wallis	Date:	17 June 2019
Approved by:	Leeann Greer	Date:	02 July 2019
Submitted by:	Lucy Percival	Date:	2 July 2019