

Programme approval visit report

Section one

Programme provider name:	University College Birmingham
Programmes reviewed:	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V150 <input type="checkbox"/> Community practitioner nurse prescribing V100 <input type="checkbox"/>
Title of programme(s):	V300 Independent and Supplementary Prescribing (Level 6) V300 Independent and Supplementary Prescribing (Level 7)
Academic level:	
Independent and supplementary nurse prescribing V300	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
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

Date of approval visit:	13 May 2024
Programme start date:	
Independent and supplementary nurse prescribing V300	<input type="text" value="4 September 2024"/>
Community practitioner nurse prescribing V150	<input type="text"/>
Community practitioner nurse prescribing V100	<input type="text"/>
QA visitor:	Registrant Visitor: Bernadette Martin Lay Visitor: Jonathan Fisher

Section two

Summary of review and findings
<p>The University College Birmingham (UCB) is an approved education institution (AEI) delivering Nursing and Midwifery Council (NMC) pre-registration adult nursing and nursing associate (NA) programmes. The school of health and food (the school) present the independent and supplementary nurse prescribing (V300) for NMC approval. The proposed 40-credit V300 module is offered at academic levels six and seven and can be accessed as a standalone module. The school propose to integrate the academic level seven route into a health and social care nursing community nursing specialist practice qualification (SPQ) apprenticeship programme. UCB are in the process of seeking NMC approval for the SPQ programme. The school are developing academic level six enhanced clinical practice and academic level seven advanced clinical practice programmes that require the inclusion of the V300 programme.</p> <p>The programme is delivered twice a year over 26 weeks using a hybrid learning model with a combination of face-to-face and online lectures, directed and independent study and peer group work. There's an initial induction in week one and a final assessment week. The face-to-face theoretical content is delivered at Moss House on the UCB main campus. Online theory is delivered using the UCB virtual learning environment (VLE) Canvas platform. There's a requirement for students to undertake 90 hours of supervised practice learning. There's some evidence that practice learning partners (PLPs) support protected learning time at application. The programme team haven't submitted the fully finalised UCB programme application form. PLPs confirm that support for protected learning time to undertake a V300 programme is confirmed as part of the Birmingham and Solihull (BSol) application process that's agreed across Birmingham and Coventry,</p>

and in place for all PLPs who support NMC registrants to access V300 programmes across AEs who are part of the BSol education collaborative.

The multi-professional programme is undertaken by registered nurses who share learning with allied health professionals (AHPs). UCB are in the process of seeking approval from the Health and Care Professions Council to deliver the programme to AHPs. Midwives won't access the programme as UCB don't deliver a midwifery programme. UCB confirm an initial cohort of 15 students.

There's assurance of appropriate resources to support the delivery of theory at UCB. There's evidence that the programme team are appropriately qualified to deliver the programme. The programme lead is a pharmacist who's experienced in leading a prescribing programme and who works two days a week in clinical practice. The programme is supported by two academics with V300 prescribing and teaching qualifications and a new academic who has a community practitioner nurse prescriber (V100) qualification and is recruited to lead the proposed SPQ programme and to support the V300 programme delivery. A range of external clinicians further support the programme; some have extensive experience of prescribing practice and the delivery of multi-professional prescribing education. They work in advanced clinical practice and senior pharmacist prescribing roles. Registrations and annotated qualifications are recorded on associated professional registers. There's an appropriately qualified external examiner in place. The adequacy of the programme team resource is identified as a focused area for future NMC monitoring.

The programme is mapped against the NMC Standards for prescribing programmes (SPP) (NMC 2018, updated 2023) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2021) competency framework for all prescribers) (NMC, 2021).

Programme co-production demonstrates the involvement of NHS and non-NHS PLPs, pre-registration and alumni nursing students, practice assessors, practice supervisors, expert pharmacists and people who use services and their carers (PUSCs) who all confirm their involvement in the development and design of the programme. There's evidence of how their feedback has influenced programme development, recruitment and selection processes, delivery, assessment and evaluation. There's clear evidence of opportunities for current and alumni pre-registration nursing students to contribute to programme development.

There's evidence of partnership working between UCB and PLPs at strategic and operational levels. There's a clear commitment from senior PLPs to support the programme that's required to meet the increasing need to develop registered nurses who can deliver specialist and advanced nursing practice. The rationale for a V300 programme at academic levels six and seven is in response to PLP requests for flexible entry points that can support enhanced clinical practice and advanced clinical practice programme developments. There's no practice learning

agreements in place to evidence assurance that PLPs fully support the programme.

There's evidence of how governance processes ensure that UCB and PLPs work in partnership to review and monitor practice learning capacity and adherence to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). The regional BSol processes that review and monitor the quality and safety of practice learning are evidenced in programme documentation. The availability and preparation of appropriately experienced practice assessors and practice supervisors is confirmed by PLPs. There's evidence of additional prescribing specific preparation that's delivered by the programme team. Practice assessors and practice supervisors who support students undertaking NMC approved programmes at other AEIs demonstrate an understanding of the SSSA.

Self-employed and non-NHS NMC registrants can access the programme. Non-NHS PLP representatives confirm their support for the programme and demonstrate an understanding of the NMC V300 programme requirements. There's limited evidence however, of an agreed and documented process between UCB and PLPs to ensure that opportunities, practice learning arrangements and governance structures are in place to support self-employed and non-NHS NMC registrants to access the programme and be appropriately supported across the programme.

There's evidence that UCB and PLPs have processes in place and that they work collaboratively to address any risks to the quality and safety of practice learning or to public safety when identified through system regulator reporting including adverse Care Quality Commission (CQC) reporting. There's evidence of agreed partnership processes to address, action plan and monitor practice learning concerns. There are clear processes in place for exceptional reporting to the NMC. UCB are subject to NMC new programme monitoring in respect of their pre-registration nursing and NA provision.

Processes are in place that provide assurance that students' concerns and complaints are appropriately addressed. Students know how to raise concerns at UCB. Programme documentation details how students, practice assessors and practice supervisors can raise practice learning concerns. PLPs, practice assessors and practice supervisors are clear about the concerns processes to follow in practice. Communication processes to address and monitor any practice learning progression concerns are detailed in the V300 practice assessment document (PAD). There's evidence of a collaborative approach to address fitness to practise concerns.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply. The SSSA is met.

The approval visit is undertaken face-to-face.

The programme is recommended for approval subject to two NMC conditions, two joint NMC and university conditions and one university condition. One NMC recommendation is made.

Updated 14 June 2024:

UCB provide evidence to meet the two NMC conditions and the two joint NMC and university conditions. UCB provide evidence to confirm the one university condition is met and confirmation that all 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:</p> <p>Condition one: Provide evidence of written practice learning agreements with UCB that are developed in partnership with all named PLPs supporting the V300 programme. (SFNME R2.1, R2.5)</p> <p>Condition three: Demonstrate partnership working with PLPs, to provide an agreed process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support self-employed and non-NHS NMC registrants. (SPP R1.3, R3.1)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide the finalised application form for the V300 programme to demonstrate that all governance requirements including protected learning time are verified. (SPP R1.3, R1.5, R3.1) (NMC and university condition)</p>

	<p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: Provide student facing documentation that accurately details programme information and requirements. (SFNME R3.2; SPP R2.5) (NMC and university condition)</p> <p>Condition five: Meet with the digital innovation for creativity in education (DICE) unit to establish the requirements for e-learning content including staff and student support. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>14 June 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider communicating the planned support for practice assessors and practice supervisors supporting the V300 programme more effectively. (SSSA R5.1, R8.1, R8.2; SPP R4.2)</p>
<p>Focused areas for future monitoring:</p>	<p>Adequacy of human resource for the V300 programme.</p> <p>Implementation of the SSSA within the field of aesthetics.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Commentary post review of evidence against conditions:</p> <p>Written practice learning agreements between UCB and all PLPs confirm a partnership commitment to support the programme. Condition one is met.</p>

A revised application form provides evidence that all governance requirements including protected learning time are verified. Condition two is met.

Revised programme documentation provides evidence that demonstrates that the opportunities, arrangements and governance structures are in place to support self-employed and non-NHS NMC registrants. Condition three is met.

A revised programme handbook provides evidence that students have accurate programme information and requirements. Condition four is met.

Email confirmation that the chair of the conjoint approval panel confirms the university condition (condition five) is met.

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	Two typographical errors are amended.
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:	25 June 2024

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points Standards for prescribing programmes (NMC 2018, updated 2023) Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2021) Standards framework for nursing and midwifery education (NMC 2018, updated 2023) Standards for student supervision and assessment (NMC 2018, updated 2023) 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, 2022)</p>

Partnerships

The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

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

Standard 2: Educational governance and quality:

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, 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 people who use services 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 people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

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 users of service, 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, people who use services, students and any other stakeholders.

There's evidence of partnership engagement and programme co-production between UCB and key stakeholders. Documentary evidence including minutes of programme consultation meetings, email evidence of one-to-one discussions and a range of structured programme development days that include the integration of V300 into the proposed SPQ programme evidence how a wide range of feedback and views have influenced the development of both programmes. Discussion at the visit confirms that the development of the programme includes consultation with PLPs, practice assessors, practice supervisors, prescribing leads, practice educators, representatives from non-NHS practice, current and past pre-registration nursing students, an external advisor and PUSCs. All stakeholders tell us about their engagement with the programme team at the range of meetings and consultation events.

PLPs who act as practice assessors and practice supervisors include a medical consultant, a pharmacist working in general practice, a self-employed aesthetics nurse practitioner and advanced nurse practitioners. They tell us that they've worked with the programme team to inform and co-produce the programme.

Documentary evidence and the visit confirm that there are effective strategic and operational processes in place between UCB and PLPs. Senior PLPs including medicine leads, lead practice educators, heads of education, heads of professional development and non-NHS senior PLPs confirm support for the programme, and tell us that there's a need to meet the increasing demand for V300 prescribers across the BSol region. They confirm that meeting the increased need to support workforce planning requires registered nurses to develop the enhanced and advanced practice roles required to meet the needs of people in the BSol region. A senior PLP with prescribing responsibilities as the head of nurse education (in a non-NHS organisation that supports pre-registration nursing practice learning placements) tells us that they and the organisation are committed to the continued assurance and safety of students and the public. They tell us about the collaborative and positive existing partnership processes in place with UCB that

support quality practice learning experiences and about how this is further developed in the proposed V300 programme. There's no written practice learning agreements in place for all PLPs that provide the requirement of full assurance of support for the V300 programme. (Condition one)

Pre-registration nursing students tell us that the programme team have effectively engaged with them and that they've had the opportunity to contribute to the programme development. They tell us that they have, as part of the process, learned about how important the programme is and that it should be challenging. Some students including an alumni nursing student describe how being involved in the consultation process means that they've learnt about what it means to undertake a prescribing qualification. They tell us that the experience has had an impact on them as they now clearly understand that prescribing is a qualification that provides an area for their future nursing practice development.

Programme documentation confirms and students tell us about how they can feedback through formal and informal module and programme evaluations. They tell us that the school programme teams and the wider UCB are responsive to feedback and that any issues or concerns reported are acted on, addressed and that they receive feedback on any actions. The student pre-registration programme representative tells us how students can provide feedback through formal evaluations and that the outcome of any actions are reported through UCB's quality assurance processes. They tell us that there's opportunities to feedback across the programme and that informal feedback is always listened to by their programme team. All students and the alumni nursing representative agree that the support they receive from the school and the wider UCB is excellent. Some students tell us about their apprehensions related to academic study, however they tell us that the programme team provide them with, for example, formative assessment feedback that's timely and enables them to feel confident that they can manage the academic expectations of the pre-registration nursing programme. All students commend everyone in the school and the wider UCB for the exceptional academic and pastoral support that's available to them.

Students tell us they're aware of how to raise concerns and that information is detailed in their programme documentation. They describe how they can access support in theory and in practice learning environments. They tell us that they know who the nominated person in practice is and that they're available to support them if required. There's documentary evidence that confirms that students undertaking the proposed programme are directed to how to raise any concerns, including theory learning concerns. The V300 PAD and PAD guidance documentation for students, practice assessors, practice supervisors and academic assessors details the process for raising concerns in practice learning environments, including concerns about public safety. Documentary evidence and PLPs confirm that there are established processes in place to ensure the quality and safety of student learning and that these apply to the proposed UCB V300 programme. They tell us that they work in partnership with UCB and programme

teams as part of the BSol education collaborative and about the systems that are in place to support practice learning safety. Practice learning environments are subject to the BSol educational audit process. UCB, the programme team and PLPs demonstrate a continued commitment to work collaboratively to review, monitor and evaluate the quality and safety of practice learning for all students. The SSSA is applied to practice learning and is evidenced in programme documentation.

Documentary evidence confirms that the multi-professional programme ensures that students have opportunities to experience inter-professional learning (IPL). IPL workshops, facilitated by a range of prescribing professionals, enable students to engage with prescribers from different areas of practice. All healthcare students including student nurses and student NAs have access to the UCB Schwartz rounds. This learning and teaching strategy provides a structured forum for students to meet and discuss the emotional and social aspects of care delivery. Prescribing students can share and present prescribing case studies or listen to other students present their prescribing experiences. The programme team provide an example of how the process enables registered nurses undertaking the V300 programme to contribute to learning that's valuable, for example to pre-registration nursing students who can gain an opportunity to learn about prescribing in a future advanced nursing role.

Documentary evidence and the visit confirm UCB's commitment to the involvement and engagement of PUSCs in the programme and across the wider UCB. There's a PUSC strategy that confirms the support for and preparation of PUSC involvement across all aspects of UCB programmes. The senior school team confirm their commitment to continue to develop the diversity and opportunities for PUSC involvement across the school and the wider UCB. Students confirm that PUSCs are involved across their nursing programme; they recognise the importance of their contribution to the programme.

There's clear evidence of the importance of ensuring that PUSCs reflect the diversity of the local population. There's evidence of and PUSCs confirm that they undertake equality, diversity and inclusion (EDI) training before being involved in recruitment and selection processes, delivery, assessments and programme evaluation. PUSCs confirm their active involvement across the school and tell us about how they've contributed to the development of the V300 programme at regular consultation meetings with the programme team. They tell us about how they're committed to the importance of shared decision-making in the prescribing process. They've agreed to support simulated prescribing case studies and are involved in the development of these. The programme team and PUSCs tell us about how there's a partnership review of the personal statements that applicants are required to present as part of the application process. PUSCs can comment on how effectively the statements reflect a person-centred approach. Documentary evidence details and PUSCs confirm their involvement in programme formative and summative assessments including simulated practice objective structured

clinical examinations (OSCEs) and professional discussions. PUSCs tell us that the programme team listen to their views and that they feel empowered to be involved in the programme. They know that students are required to record evidence of PUSC feedback in the V300 PAD and that the feedback informs the assessment of practice. The programme team demonstrate a commitment to the ongoing importance of ensuring that PUSCs are central to the programme. PUSCs commend the school and the wider UCB who they tell us value their involvement in all aspects of UCB programmes.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

PLPs tell us that they support the programme at the visit, however there's no written practice learning agreements in place.

Condition one: Provide evidence of written practice learning agreements with UCB that are developed in partnership with all named PLPs supporting the V300 programme. (SFNME R2.1, R2.5)

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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

Condition one: Written practice learning agreements confirm a partnership commitment to support the programme.

Condition one is met.

Evidence:

Written practice learning agreement, South Warwickshire University NHS Foundation Trust, 21 September 2023

Written practice learning agreement, The Dudley Group NHS Foundation Trust, 29 February 2024

Joint written practice learning agreement, The Royal Wolverhampton NHS Trust and Walsall Healthcare NHS Trust, 28 November 2022

Written practice learning agreement, Laura O'Neil aesthetics practitioner, 21 May 2024

Written placement learning agreement, Cygnet Healthcare, 19 June 2024

Written practice learning agreement, BSoI Training Hub, 21 May 2024

Written practice learning agreement, Change Grow Live, 3 June 2024

Date condition(s) met: 25 June 2024		
Revised outcome after condition(s) met	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>

Student journey through the programme
Standard 1: Selection, admission and progression
<p>Approved education institutions, together with practice learning partners, must:</p> <p>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</p> <p>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</p> <p>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</p> <p>R1.4 consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers</p> <p>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</p> <p>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:</p> <p>R1.6.1 Clinical/health assessment</p> <p>R1.6.2 Diagnostics/care management</p> <p>R1.6.3 Planning and evaluation of care</p> <p>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</p> <p>Standards framework for nursing and midwifery education, specifically R2.6, R2.7, R2.8, R2.9, R2.11</p> <p>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,</p>

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 prescribing programmes](#) (NMC 2018, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

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 not met. The programme team and PLPs tell us about the application process and how this supports all applicants to access the programme. The programme team describe how they scrutinise all applications that are initially confirmed by NHS PLPs who process applications through the BSol prescribing

application process. This regional process ensures that applicants meet all entry requirements and that there's confirmation that prescribing is a requirement of their role. Non-NHS representatives tell us that they complete the UCB application form. There's some evidence of a documented application process in programme specifications; the programme team tell us that they've completed the UCB application form, however they haven't submitted documentary evidence of the finalised version of this prior to the approval visit. (Condition two)

The programme team and PLPs confirm that the BSol process requires applicants and employers to confirm and provide evidence that the NMC requirements for entry to the programme are met and that they have employer support. NHS and non-NHS PLPs are clear about the requirements that appropriately experienced practice assessors and practice supervisors must be assigned at the point of application to the programme. Documentary evidence and the visit confirm that practice learning environments are subject to the BSol educational audit process that provides assurance that the SSSA is applied to practice learning. Non-NHS representatives tell us about how they work with UCB to ensure practice learning governance arrangements and structures support the quality and safety of practice learning. It's not explicit in programme documentation how the support mechanisms, practice learning governance structures and protected learning time are applied to ensure that self-employed and non-NHS students undertaking the V300 programme are supported throughout the programme. (Condition three)

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

R1.5 is not met. The programme team tell us about the application process and how this supports all applicants to access the programme. They tell us that part of the application process involves submission of a personal statement that requires applicants to outline how the programme will benefit future practice for the people in their care. This provides the programme team with the opportunity to access whether any additional academic writing skills development support could be offered to potential students.

NHS PLPs tell us that applicants are required to follow the agreed BSol regional prescribing application process that confirms they meet the entry requirements and that there's a need for prescribing within their roles. Applicants at the point of PLP

agreement must apply through the UCB recruitment and selection process that includes completion of the UCB application form. The programme team tell us about the process of checking that entry requirements are met. This includes assurance that all governance arrangements are in place, there's confirmation of protected learning time, practice learning capacity and that practice assessors and practice supervisors can evidence that they prescribe in and can contextualise learning to the same field of practice as students. They tell us that the application process requires self-employed applicants and those who work in non-NHS organisations to evidence these requirements and the additional confirmation of indemnity assurance as part of the UCB application process. They confirm that all practice learning environments must meet the requirements identified in the BSol educational audit process.

Programme specifications detail the requirements for entry to the programme. The programme team tell us that they've finalised the UCB application form, however they haven't submitted documentary evidence of this prior to the approval visit. (Condition two)

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

YES NO

- Processes are in place to ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme (R1.7)

YES NO N/A

Proposed transfer of current students to the programme under review

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

There are no existing students for transfer onto the proposed programme.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA is implemented across UCB approved NMC programmes. No students will be transferring to the SSSA.

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

The programme team haven't provided documentary evidence of a finalised application form.

Condition two: Provide the finalised application form for the V300 programme to demonstrate that all governance requirements including protected learning time are verified. (SPP R1.3, R1.5, R3.1) (NMC and university condition)

It's not explicit in programme documentation how the support mechanisms, practice learning governance structures and protected learning time are applied to ensure that self-employed and non-NHS students undertaking the V300 programme are supported throughout the programme.

Condition three: Demonstrate partnership working with PLPs, to provide an agreed process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support self-employed and non-NHS NMC registrants. (SPP R1.3, R3.1)

Date: 13 May 2024

Post event review

Identify how the condition(s) is met:

Condition two: A revised application form provides evidence that all governance requirements including protected learning time are verified.

Condition two is met.

Evidence:

Revised, application form, undated

Condition three: Revised programme documentation including the application form, a non-NHS and self-employed declaration form and an additional non-NHS and self-employed educational audit demonstrate evidence of the processes that

confirm that there are opportunities, arrangements and governance structures in place to support self-employed or non-NHS NMC registrants.

Condition three is met.

Evidence:

Revised, application form, undated

Revised, non-NHS and self-employed declaration form, undated

Additional, non-NHS and self-employed educational audit, undated

Date condition(s) met: 25 June 2024

Revised outcome after condition(s) met:

MET

NOT MET

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 technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment, and

R2.7 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)
YES NO
- There is evidence that the programme is designed to fully deliver the competencies set out in the RPS *Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice (R2.2).
YES NO

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

- Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)
MET NOT MET

R2.3 is met. Documentary evidence and the visit confirm that there's support mechanisms in place to support the hybrid delivery structure. The programme team tell us about how the programme is focused on ensuring that the content and delivery reflects and supports students to meet the requirements of the RPS competencies and the programme learning outcomes. There's clear mapping of the programme learning outcomes to the RPS competencies. The mixture of face-to-face and online theory learning ensures that there's the flexibility for students to access learning. PLPs tell us that they're in agreement with the approach as discussed during programme consultation. Experienced lecturers who work and prescribe in clinical practice support the core programme team ensuring that contemporary prescribing practice continually informs programme content. The programme duration is 26 weeks with an induction session in week one and theory and practice assessments in the final week of the programme. Theory and practice learning is delivered over 24 weeks; there's 12 theory and 12 practice learning days. Students must evidence 90 hours of supervised protected practice learning; this is verified by practice assessors and/or practice supervisors and is recorded in the V300 PAD.

The programme team tell us about the development of a summer school that potential and successful applicants can undertake before they start the programme. This provides potential students with an opportunity to identify if they

need any additional academic support before they access the programme. For those who haven't undertaken any recent academic study it prepares them for the programme.

Learning and teaching strategies include lectures that are delivered either face-to-face or online. The programme timetable confirms when students are required to attend theory sessions in person. Face-to-face sessions ensure shared learning with students undertaking the SPQ and the enhanced and advanced practice programmes and AHPs. These IPL opportunities include problem solving practical prescribing case studies and simulated scenarios supported by PUSCs. Action learning sets and the promotion of research and the evidence-based application of theory prepares students for safe and effective prescribing practice.

Online theory learning is delivered by the programme VLE Canvas platform using a synchronous and asynchronous approach. Online resources support student forum discussions, interactive quizzes and revision for further numeracy development. Students have access to the safeMedicate e-learning platform that provides opportunities to practice and enhance their competence to understand safe medication dosages. Students are encouraged to use this tool to support them to prepare for the numeracy assessment requirement of a 100 percent pass mark. Students have access to individual and group tutorial support and time is allocated to directed and self-directed study. Recommended and guided reading and prescribing specific resources are detailed in programme documentation and on the VLE.

Documentary evidence confirms and students tell us that they have excellent access to all the resources needed to support learning including the library services at UCB. They tell us that the school and the wider UCB support them to successfully achieve. UCB and the programme team demonstrate a commitment to ensure students are supported to achieve and that their wellbeing and health is important. Students can access the UCB health and wellbeing and disability teams, who provide a range of support for students who have any disabilities or who require any reasonable adjustments that require support with access arrangements for learning and assessments. Students tell us that, if required, they're supported with any physical or mental health wellbeing issues, and that they can access 24-hour support using the UCB my healthy advantage mobile application. Students tell us that they're encouraged to share any reasonable adjustments with practice learning environments if they choose to do so.

The UCB centre for academic skills and English and the academic skills centre (ASC) support students to develop for example academic literacy and research skills; they also provide a confidential advice service. The ASC offer one-to-one or group tutorial support, digital resources that support online literacy and provide tailored workshops for academics to ensure that they can support specific groups of students.

Practice learning is supported by practice assessors and practice supervisors who must evidence that they prescribe in and can contextualise learning to the same field of practice as students. The practice learning requirement is 90 hours; achievement of this must be verified in the V300 PAD. The development of progression towards achievement of the RPS competencies is recorded in the V300 PAD. There's evidence of how practice learning and assessments map to the RPS competencies. Progression towards achievement of the RPS competencies is informed by practice supervisors and reviewed by practice assessors at a mid-point tripartite. Tripartite meetings are undertaken on three occasions with students, practice assessors and academic assessors. A final tripartite assesses achievement of the RPS competencies that are confirmed by practice assessors and agreed by academic assessors. All meetings are recorded and signed in the V300 PAD.

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 a balance of theory and practice learning. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptor with theory / practice balance detailed. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

YES NO

R2.5 is not met. There's evidence in programme specifications, the V300 PAD, the V300 PAD guidance document and the programme timetable that the learning and teaching strategies, structure and content are clearly detailed. There's a 50 percent balance of theory and practice learning. Programme information isn't however clearly set out in specific student facing documentation. The V300 student handbook doesn't fully and accurately include important information and programme requirements to be assured that students know what's expected of them. The handbook isn't consistently focused on the programme and refers to postgraduate information but only details the academic level six programme

learning outcomes, and the assessment information doesn't include reference as to how practice learning assessment relates to the V300 PAD. (Condition four)

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 and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. (R2.6)

MET **NOT MET**

R2.9 is met. Documentary evidence and the visit confirm that students have access to and are supported to use a range of technology that supports the theory learning sessions that are delivered online. Students tell us that online resources support their learning and that they have access to technology support systems. Documentary evidence confirms that online support is in place to support students on a 24-hour basis. The UCB DICE unit provide the programme team and students with the support required to develop and access e-learning programme content.

The process for monitoring online attendance and engagement is clearly recorded in student facing programme documentation. This clearly details for students what's expected of them and their responsibility to ensure they attend online learning sessions. The V300 PAD is accessed online; the programme team confirm that practice assessors and practice supervisors have access to it and that this forms part of their preparation to use the V300 PAD.

There's evidence of simulated learning opportunities; students simulate prescribing case studies and problem-based activities that prepare them for practice. Preparation for summative assessments are supported through safeMedicate formative online assessments and OSCEs. The programme team and PUSCs tell us about how they're preparing to work collaboratively to develop simulated prescribing case studies scenarios and OSCEs. UCB have a range of virtual reality (VR) products including the Oxford Medical Simulation and the three-dimensional anatomage VR package. Students tell us about these types of simulated learning opportunities that allow them to practice and learn practical skills in a safe environment and that they prepare them for practice.

Practice learning provides students with opportunities to simulate prescribing decision-making assessment skills. Practice assessors and practice supervisors support students to lead prescribing consultations that simulate the prescribing decision-making process. Students receive feedback on their performance; this informs progression and practice assessment.

If relevant to the review

<ul style="list-style-type: none"> Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.7) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>The programme is delivered in England.</p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	
<p>The student programme handbook doesn't fully and accurately include programme information and requirements. (Condition four)</p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p>	
<p>The student programme handbook doesn't fully and accurately include programme information and requirements.</p>	
<p>Condition four: Provide student facing documentation that accurately details programme information and requirements. (SFNME R3.2; SPP R2.5) (NMC and university condition)</p>	
<p>Date: 13 May 2024</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p>	
<p>Condition four: The revised programme handbook clearly evidences accurate information and the programme requirements required to provide assurance that students have access to information that supports their learning.</p>	
<p>Condition four is met.</p>	
<p>Evidence: Revised programme handbook, 2024-2025</p>	
<p>Date condition(s) met: 25 June 2024</p>	
<p>Revised outcome after condition(s) met: MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	

<p>Standard 3: Practice learning</p>	
<p>Approved education institutions must:</p>	

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 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](#)

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

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 not met. It's not explicitly clear in the programme documentation that, at the point of application to the programme, it's confirmed that suitable and effective arrangements and governance for practice learning are in place for all applicants. NHS PLP representatives tell us that applicants are required to follow the agreed BSol regional prescribing application process that confirms they meet the entry requirements and that there's a need for prescribing within their roles before they can complete the UCB application form. Non-NHS PLP representatives tell us that their employees complete the UCB application form. The programme team describe the process of checking that suitable and effective arrangements and governance for practice learning are in place for all applicants, including the arrangements that are specifically tailored to those applicants who are self-employed and who work in non-NHS organisations. PLPs and the programme team confirm that all practice learning environments must meet the requirements identified in the BSol educational audit process. The programme team haven't submitted documentary evidence of the finalised application form to provide the

assurance required that suitable and effective arrangements and governance for practice learning are in place for all applicants. (Condition two)

Documentary evidence and the visit confirm that all practice learning environments are subject to the BSol educational audit process that provides assurance that the SSSA is applied to all practice learning environments. Non-NHS representatives tell us about how they work with UCB to ensure practice learning governance arrangements and structures support the quality and safety of practice learning. The programme team and PLPs confirm that the BSol process requires applicants and employers to confirm and provide evidence that the NMC requirements for entry to the programme are met and that they have employer support. All PLPs are clear about the requirements that practice assessors and practice supervisors must be assigned at the point of application to the programme. It's not explicitly clear in the programme documentation how the support mechanisms, practice learning governance structures and protected learning time are applied to ensure arrangements are specifically tailored to ensure that students who are self-employed and those working in non-NHS organisations are supported throughout the programme. (Condition three)

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

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* (R3.3)

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

The programme team haven't submitted documentary evidence of the finalised application form to provide the assurance required that suitable and effective

arrangements and governance for practice learning are in place and are specifically tailored to self-employed and non-NHS applicants.

Condition two: Provide the finalised application form for the V300 programme to demonstrate that all governance requirements including protected learning time are verified. (SPP R1.3, R1.5, R3.1) (NMC and university condition)

It's not explicitly clear in the programme documentation how the support mechanisms, practice learning governance structures and protected learning time are applied to ensure arrangements are specifically tailored to ensure that students who are self-employed and those working in non-NHS organisations are supported throughout the programme.

Condition three: Demonstrate partnership working with PLPs, to provide an agreed process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support self-employed and non-NHS NMC registrants. (SPP R1.3, R3.1)

Date: 13 May 2024

Post event review

Identify how the condition(s) is met:

Condition two: A revised application form provides evidence that all governance requirements including protected learning time are verified.

Condition two is met.

Evidence:
Revised, application form, undated

Condition three: Revised programme documentation including the application form, a non-NHS and self-employed declaration form and an additional non-NHS and self-employed educational audit demonstrate evidence of the processes that confirm that there are opportunities, arrangements and governance structures in place to support self-employed or non-NHS NMC registrants.

Condition three is met.

Evidence:
Revised, application form, undated
Revised, non-NHS and self-employed declaration form, undated
Additional, non-NHS and self-employed educational audit, undated

Date condition(s) met: 25 June 2024

Revised outcome after condition(s) met: MET NOT 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 constructive 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)

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

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. The multi-professional programme team includes registered nurses and pharmacists with prescribing qualifications. Programme delivery is further supported by a range of visiting clinical specialist lecturers who work in clinical practice. The senior school team confirm that the proposed initial cohort of 15 students is likely to increase with the development of further post-registration programmes. They confirm that there's an ongoing review and monitoring of academic resources to support ongoing programme delivery. There's a commitment to ensure that academic and academic assessor roles are appropriately prepared and supported. The programme team curricula vitae demonstrate academic and clinical expertise in prescribing. Members of the wider programme team have experience of delivering prescribing programmes in other AEs.

The BSol regional educational audit approach ensures that appropriate systems and processes are in place to support students in practice learning environments. Practice learning is evaluated; students confirm that they provide formal and informal feedback on theory and practice learning experiences. Documentary evidence and the visit confirm that there are communication processes in place that ensure practice assessors, practice supervisors and academic assessors can identify and address any issues related to student progression. PLPs confirm that processes are in place to support all students to raise concerns. The V300 PAD provides students, practice assessors, practice supervisors and academic assessors with opportunities to review and monitor action plans for practice learning concerns related to progression and achievement of the RPS competencies. The BSol educational audit process ensures that any concerns related to the quality and safety of students and the public are identified and reported appropriately in partnership across all the BSol regional AEs and PLPs.

Documentary evidence confirms a practice learning approach that encourages and supports students. Assessments are mapped to programme learning outcomes and the RPS competencies. The assessment strategy supports progression towards achievement of the RPS competencies. Students must demonstrate in a

verbal presentation that's assessed by the programme team and PUSCs the ability to critically analyse primary evidence that's used to underpin prescribing practice. They're required to identify prescribing dilemmas and challenges, and examine what skills are required to demonstrate safe and competent prescribing practice.

The V300 PAD records progression that's assessed through observation and formative OSCEs. PUSC feedback recorded in the V300 PAD informs assessment, and practice assessors, practice supervisors and academic assessors review progress at initial and midpoint points in the programme. Practice supervisors inform the final practice assessment; practice assessors confirm achievement of all RPS competencies in agreement with academic assessors. Achievement of the RPS competencies is recorded in the V300 PAD. Practice assessors and practice supervisors supporting students undertaking the proposed programme are experienced in supporting students undertaking prescribing programmes at AElS across BSol. They confirm that they understand the assessment process and are suitably prepared to supervise and assess students.

- 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 evidence and the visit confirm that the BSol partnership approach for the implementation and operationalisation of the SSSA is assured for safe and effective V300 practice learning. The BSol processes support the preparation of practice assessors, practice supervisors and academic assessors. PLPs, practice assessors and practice supervisors tell us that there's ongoing preparation for the prescribing supervision and assessment roles. They confirm that practice assessors and practice supervisors are supported through a period of preceptorship before students are assigned to them. The self-employed aesthetics nurse practitioner representative tells us about how involvement in the development of the programme and working with the programme team has supported an understanding of the SSSA responsibilities required for their practice supervisor role. They tell us about how the programme team plan to provide ongoing support for the role. The implementation of the SSSA within the field of aesthetics is identified as a focused area for future NMC monitoring. Experienced practice assessors and practice supervisors are aware of the intention that the programme team provide preparation that's specific to the UCB V300 programme, including using the V300 PAD. The programme team should consider how to communicate the planned support more effectively to practice assessors and practice supervisors. (Recommendation one)

There's evidence that UCB support the preparation of academic assessors. The senior school team confirm that new academic members and academic assessors

are supported through a period of preceptorship and must complete the UCB induction process. Documentary evidence confirms and the programme team tell us that they're supported to access ongoing education and training including EDI training and a teaching qualification programme. The senior school team confirm that there's an ongoing review of resources and that there's plans in place to increase the programme team resource.

A practice assessor and practice supervisor handbook and the V300 PAD guidance document clearly details the roles and responsibilities of students, practice assessors, practice supervisors and academic assessors. Student facing programme documentation includes information related to the roles. The programme practice learning structure is clearly evidenced in student and practice assessor and practice supervisor facing programme documentation. Review and tripartite meetings and formative and summative assessment information are detailed and recorded in the V300 PAD.

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 in accordance with the requirements of the *Standards framework for nursing and midwifery education*. (R4.3)

YES NO

- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)

YES NO N/A

There's no LME in place; UCB don't deliver a midwifery programme, midwives won't access the programme.

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

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

MET NOT MET

R4.5 is met. Documentary evidence confirms the guidelines and processes in place to assign students to practice assessors who are registered healthcare professionals and experienced prescribers who prescribe in the same field of practice as students. PLPs confirm that this must be agreed as part of the BSol prescribing application process.

There's documentary evidence of the process in practice assessor and practice supervisor facing documentation for the management in exceptional circumstances if the same person fulfils the role of practice assessor and practice supervisor. Academic assessors meet frequently with the practice assessor or practice supervisor to monitor and review that students continue to be supported to continue to progress towards achievement of the programme. Meetings and any actions are recorded in the V300 PAD.

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 constructive feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

YES NO
- Processes are in place to assess the student's suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice (R4.8)

YES NO
- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

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

YES NO

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

YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: 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: 13 May 2024	
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
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:</p> <p>R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or</p> <p>R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)</p> <p>R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award</p> <p>R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber</p> <p>R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice</p> <p><i>Standards framework for nursing and midwifery education specifically R2.12, R2.21</i></p>

Findings against the standards and requirements	
Evidence provides assurance that the following QA approval criteria are met:	
<ul style="list-style-type: none"> Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of: <ul style="list-style-type: none"> - a community practitioner nurse (or midwife) prescriber (V100/V150), or - a nurse or midwife independent/supplementary prescriber (V300) (R5.1) 	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded 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: 13 May 2024	
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		

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, updated 2023) (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, updated 2023) 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, updated 2023) (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 type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A condition is applied as there's no written practice learning agreements from PLPs. (Condition one)		
List additional documentation:		

Post visit evidence to meet conditions:
Written practice learning agreement, South Warwickshire University NHS Foundation Trust, 21 September 2023
Written practice learning agreement, The Dudley Group NHS Foundation Trust, 29 February 2024
Joint written practice learning agreement, The Royal Wolverhampton NHS Trust and Walsall Healthcare NHS Trust, 28 November 2022
Written practice learning agreement, Laura O’Neil aesthetics practitioner, 21 May 2024
Written placement learning agreement, Cygnet Healthcare, 19 June 2024
Written practice learning agreement, BSol Training Hub, 21 May 2024
Written practice learning agreement, Change Grow Live, 3 June 2024
Revised, application form, undated
Revised, non-NHS and self-employed declaration form, undated
Additional, non-NHS and self-employed educational audit, undated
Revised programme handbook, 2024-2025
Email confirmation from the chair of the conjoint approval panel that the conditions are met, 12 June 2024

Additional comments:
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input 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"/>
If yes, please identify cohort year/programme of study: BSc (Hons) nursing, adult, year one, x two BSc (Hons) nursing, adult, year two x six BSc (Hons) nursing, adult, year three x two BSc (Hons) nursing, adult, alumnus x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
System regulator reports list: CQC inspection report, Birmingham Women's and Children's NHS Foundation Trust, 3 March 2023		
If you stated no above, please provide the reason and mitigation: UCB is an approved AEI; practice and resource visits aren't needed.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Bernadette Martin Jonathan Fisher	Date:	20 May 2024
Checked by:	Pamela Page	Date:	28 May 2024
Submitted by:	Amy Young	Date:	10 July 2024
Approved by:	Natasha Thompson	Date:	15 July 2024