

Programme approval visit report

Section one

Programme provider name:	University of Bradford
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Harrogate and District NHS Foundation Trust Harrogate District Foundation Trust Mid Yorkshire Hospitals NHS Trust Bradford District Care NHS Foundation Trust Airedale NHS Foundation Trust Bradford Teaching Hospitals NHS Foundation Trust Calderdale and Huddersfield NHS Foundation Trust Leeds Teaching Hospitals NHS Foundation Trust Private, voluntary and independent health care providers Education and social care providers
Programme(s) reviewed:	<p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Prescribing for Healthcare Professionals Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 7</p>
Date of approval	18 May 2020
QA visitor(s):	Registrant Visitor: Nikki Welyczko

Section two

Summary of review and findings

The University of Bradford (UoB), school of nursing and healthcare leadership presented an independent/supplementary prescribing preparation programme (V300) for approval. The programme is mapped to the Standards for prescribing programmes (SPP), Nursing and Midwifery Council (NMC, 2018), the Standards of proficiency for nurse and midwife prescribers, the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2016: NMC, 2018) and the Standards for student supervision and assessment (SSSA) (2018).

The prescribing for healthcare professionals programme being presented for NMC approval is a 30-credit, level seven programme and is studied on a part-time basis. The programme can be accessed by NMC registered nurses and midwives and relevant registered allied health professionals (AHPs). There are two intakes of 50 students per academic year, one in September (semester one) and one in January (semester two). Most students on the programme are funded by Health education England (HEE). The demand for places is greater than the number of funded places available. Priority is given to those students from NHS organisations in the region. Non-NHS staff and self-employed staff are also able to access the programme. Students generally complete the programme in one semester (five months) but this may be extended over two semesters, if necessary, to enable them to complete all of the programme learning outcomes. The programme comprises 14 taught days in the university which are compulsory, and 10 days (60 hours) of self-directed study. In addition, students must complete 90 hours of supervised practice in clinical practice, 30 of these hours must be worked directly with the student's practice assessor. Learning in practice occurs in a variety of health settings within the Yorkshire and Humber area. The programme is co-led by two UoB academic staff. One is a registered nurse and the other a registered pharmacist, both have appropriate prescribing qualifications.

The UoB has successfully delivered a non-medical prescribing programme since 2007. Their prescribing programmes are approved by three professional regulatory and statutory bodies; the NMC for nurses and midwives, the General Pharmaceutical Council (GPhC) for pharmacists and the Health and Care Professionals Council (HCPC) for physiotherapists, podiatrists, radiographers and paramedics. The Programme was approved by the GPhC in 2019 and underwent successful annual monitoring by the HCPC in 2019. The programme continues to evolve in response to both stakeholders need and revised standards introduced by the professional regulators.

The programme documentation and discussions at the approval visit confirm evidence of partnership working between the university and key stakeholders. Practice partners, students and service users have all been involved in the new programme development process, although this could have been to a greater

extent. The documentation and evidence from the approval visit confirm that arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) and is subject to three conditions. The SSSA are subject to one condition at programme level. One further condition is applied at programme level.

The programme is recommended to the NMC for approval subject to five conditions. Three NMC recommendations and two AEI recommendations are made.

Updated 17 July 2020:

Evidence was provided to meet the five NMC conditions. The SFNME and the SSSA are now met at programme level. The conditions and related standards/requirements 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 for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>Condition one: UoB in conjunction with practice learning partners (PLPs), must develop a process to allow recognition of prior learning (RPL) that is capable of being mapped to the RPS Competency framework for all prescribers. (SPP) R1.4)</p> <p>Condition two: UoB to ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection. (SFNME R2.7)</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p>

	<p>Condition three: UoB to ensure that a range of people, including service users, contribute to student assessment. (SFNME R5.14)</p> <p>Condition four: To adapt practice assessment documentation to allow academic assessors to make and record, evidence-based decisions on student conduct, proficiency and achievement, and recommendations for progression, in collaboration with practice supervisors and practice assessors. (SSSA R9.2, SPP R4.2)</p> <p>Education governance: management and quality assurance:</p> <p>Condition five: To add the escalation of concerns process to student facing documentation and to the practice supervisors and practice assessor’s handbook to ensure students and educators understand how to raise concerns or complaints. (SFNME R1.5, SPP R2.1)</p>
<p>Date condition(s) to be met:</p>	<p>26 June 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: To consider developing a more robust assessment for numeracy. (SPP, R4.9.2)</p> <p>Recommendation two: Programme team to consider how service users and carers can be more widely involved in the programme. (SFNME, R1.11)</p> <p>Recommendation three: To consider documenting a process for the exceptional circumstances where a student is assigned to the same practice assessor and practice supervisor. (SPP, R4.5.1)</p> <p>Recommendation four: That the programme team enhance the student facing documentation to provide a clearer sense of the structure of the programme, the teaching pattern and the balance between theory and practice learning. This clarification should also extend to information relating to formative and summative assessment and how these align to the learning outcomes. (University recommendation)</p> <p>Recommendation five: That the faculty considers the scope and demand for expanding student numbers</p>

	<p>on the programme. This would include conducting a staffing review to provide assurances that staff capacity could support additional students and that any other perceived limiting factors, such as the capacity of the estate, could support higher student numbers. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>The ongoing involvement of service users and other stakeholders in the design, development, delivery, evaluation, and co-production of the programme.</p> <p>The collaborative working between the practice supervisor, practice assessor and academic assessor in the support and assessment of students.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team provided revised documentation which outlines a process to allow RPL that is capable of being mapped to the RPS competency framework for all prescribers in both theory and practice. Condition one is now met.

The programme team have provided evidence and commentary confirming that suitably trained service users will work in partnership with the AEI and other stakeholders in student recruitment and selection. Condition two is now met.

The programme team have provided evidence that a team of suitably trained service user and carers will contribute to student assessment via the OSCEs. Condition three is now met.

The programme team have revised practice documentation to include space for the academic assessor to document their evidence in collaboration with practice supervisors and practice assessors in relation to student conduct, proficiency and achievement and also recommendations for progression. Condition four is now met.

A link to the escalation of concerns process has been added to the module handbook and to the practice supervisors and practice assessor's handbook to ensure students and educators understand how to raise concerns or complaints. Condition five is now met.

The SFNME is now met.
The SSSA is now met.
The SPP is now met.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	The AEI has confirmed the report as being factually accurate.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	17 July 2020

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p>Standard 1: The learning culture: R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p>

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders 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 confirm evidence of effective partnership working between the UoB and key stakeholders. Through triangulated evidence, the school of nursing and healthcare leadership are able to demonstrate strong working relationships with PLPs. The practice learning providers are key members of the programme management team.

In relation to SFNME (NMC, 2018) there is evidence to demonstrate that a service user, students and PLPs have contributed to the development of the new programme (SFNME R1.12), however, all stakeholders could have been involved in the curriculum development process to a greater extent. One service user who

has been involved in teaching on the current programme has worked with programme leaders in the design of the new programme. The last group of students (2019) undertaking the prescribing for healthcare module were canvassed on their views about the new programme. PLPs from Bradford, Airedale, Calderdale and Huddersfield and Bradford community were also canvassed, either in person or by email.

PLPs and the UoB teaching team tell us that there is a planned approach to support practice learning and there is evidence of effective working between the AEI and local practice partners. The programme team consists of staff and visiting lecturers from multi-professional backgrounds.

This combined knowledge and expertise provides an informed perspective to deliver the programme and provides the necessary advice and support for students and practice partners. The UoB programme team regularly review student feedback and where necessary appropriate actions are put in place through the university programme monitoring procedures. Students are complimentary about the level of support on the programme, particularly from the programme leaders. The students tell us that the level of communication between UoB staff and PLPs is excellent and that any matters of concern that periodically arise are always resolved to their satisfaction. The two service users, present at the event were complimentary in their views about the programme. One service user is involved in teaching on the programme. The service users present at the event would welcome an opportunity to contribute more widely towards the programme. Recommendation two: Programme team to consider how service users and carers can be more widely involved in the programme. (SFNME, R1.11)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

Met

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Student journey through the programme

Standard 1 Selection, admission and progression

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

R1.1 ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme

R1.2 provide opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non- NHS employed registrants) to apply for entry onto an NMC approved prescribing programme

R1.3 confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme

R1.4 consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers

R1.5 confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the

level required for that programme

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

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

Evidence provides assurance that the following QA approval criteria are met

Evidence of processes to ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme (R1.1)

Yes

Evidence of selection process that demonstrates opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non-NHS employed registrants) to apply for entry onto an NMC approved prescribing programme. Evidence of this statement in documentation such as: programme specification; module descriptor, marketing material. Evidence of this statement on university web pages (R1.2)

Yes

Provide an evaluative summary from your documentary analysis and evidence

AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

Evidence that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme (R1.3)

Met

R1.3 is met. Through documentation and discussion, UoB confirmed 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.

The AEI, in conjunction with PLPs have determined that potential applicants will be eligible to apply for the prescribing programme at the UoB after two years of NMC registration.

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)

No

R1.4 is not met. There is no evidence that processes are in place to consider RPL that is capable of being mapped to the RPS Competency framework for all prescribers, only that RPL could be applied to 'taught content'. (Condition one)

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

Yes

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

-Clinical/health assessment

-Diagnostics/care management

-Planning and evaluation

Yes

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

Yes

Proposed transfer of current students to the programme under review

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

There will be no transfer of existing students onto the proposed programme. The new programme will commence in September 2020. It is anticipated that the current students from the January 2020 cohort will have completed their programme by this time. Any students who have not been able to complete the programme, due to the Covid-19 pandemic, will remain on their current programme.

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

No

There is no evidence that processes are in place to consider RPL that is capable of being mapped to the RPS competency framework for all prescribers (R1.4). (Condition one)

Service users are not currently engaged in student recruitment and selection for this programme. (Condition two)

Outcome

Is the standard met?

Not Met

There is no evidence that processes are in place to consider RPL that is capable of being mapped to the RPS competency framework for all prescribers.

Condition one: UoB in conjunction with PLPs, must develop a process to allow RPL that is capable of being mapped to the RPS Competency framework for all prescribers. (SPP, R1.4)

Service users are not currently engaged in student recruitment and selection for this programme.

Condition two: AEI to ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection. (SFNME, R2.7)

Date: 19 May 2020

Post Event Review

Identify how the condition is met:

Condition one: The programme team provided revised documentation which outlines a process to allow RPL that is capable of being mapped to the RPS Competency framework for all prescribers in both theory and practice. Condition one is now met.

Evidence:

Programme Specification – page 7, undated

Practice Supervisor and Assessor Handbook – page 6, undated

Condition two: The programme team have provided evidence and commentary confirming that suitably trained service users will work in partnership with the AEI and other stakeholders in student recruitment and selection. Condition two is now met.

Evidence:

Programme Specification – page 5, undated

Date condition(s) met: 17 July 2020

Revised outcome after condition(s) met:

Met

Condition one and two are now met.
SPP R1.4 is met.
SFNME R2.7 is met.

Standard 2 Curriculum

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

R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 ensure that all prescribing programmes are designed to fully deliver the competencies set out in the RPS A Competency Framework for all Prescribers, as necessary for safe and effective prescribing practice

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

R2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:

R2.4.1 stating the general and professional content necessary to meet the programme outcomes

R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes

R2.4.3 confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies

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

Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

Yes

There is evidence that the programme is designed to fully deliver the competencies set out in the RPS Competency Framework for all Prescribers, as necessary for safe and effective prescribing practice (R2.2).

Yes

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

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

Met

R2.3 is met. The theoretical component will be delivered using a range of evidence-based teaching and learning strategies including lectures, tutorials and seminars. Role play and formative objective structured clinical examinations (OSCEs) are used to support learning in the classroom in addition to the more traditional lectures. Inter-professional learning is promoted through the use of student and lecturer generated case studies and event analysis. Student are encouraged to share experiences and case examples generated through supervised practice. Individualised learning is supported by a learning contract.

The programme is co-taught with other healthcare professionals and students are from a variety of healthcare backgrounds which further enhances inter-professional learning.

Evidence of programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice (R2.4):

-stating the general and professional content necessary to meet the programme outcomes

-stating the prescribing specific content necessary to meet the programme

outcomes

-confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children’s nursing); midwifery; and specialist community public health nursing

Yes

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

Yes

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

N/A

The programme is taught in England.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 19 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 3 Practice learning

Approved education institutions must:

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that

the QA approval criteria below is met or not met

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

Met

R3.1 is met. For self-employed and non-NHS employed registrants, additional information is required on the V300 application form. A professional reference and CV is required, and confirmation that the necessary governance structures are in place. Applicants must identify arrangements for appropriate supervised practice whilst undertaking the programme. This includes confirmation that they have access to protected learning time (PLT), and appropriate supervised practice to undertake the programme. Self-employed and non-NHS employed registrants are also required to complete a clinical prescribing audit form.

There is evidence that the programme complies with the NMC Standards for student supervision and assessment (R3.2)

Yes

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

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

Met

R3.3 is met. Online learning is provided by Canvas. Students can choose if they would like their practice portfolio to be an online version. Students use the online British National Formulary (BNF) app to support their learning and are engaged with online and electronic prescribing through system one. Simulation is used in the formatively assessed consultations undertaken as part of the OSCE.

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 19 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC Standards framework for nursing and midwifery education

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 appoint a programme leader in accordance with the requirements of the NMC Standards framework for nursing and midwifery education. The programme leader of aprescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

R4.4 ensure the programme leader works in conjunction with the lead midwife for education (LME) and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes

R4.5 ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking

R4.5.1 In exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for that part of the programme where the prescribing student is undergoing training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and assessor roles to be carried out by the same person

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

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

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

R4.9 ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies. This includes all students:

R4.9.1 successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and

R4.9.2 successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).

Evidence provides assurance that the following QA approval criteria are met

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

Not Met

R4.1 is not met. Documentary evidence confirms the role of the practice supervisor, practice assessor and academic assessor in the support, supervision, learning and assessment of students on the programme. Effective support by the programme team and PLPs is integral to the V300 prescribing programme. A learning contract with a first, interim and final review meeting is scheduled in the practice assessment documentation demonstrating when the student is expected to be seen by the practice supervisor, practice assessor and academic assessor. The practice assessor is responsible for assessing the learning agreement, completion of intended learning outcomes and comments on progress and performance. This is in relation to the competencies outlined in the competency framework for all prescribers (RPS, 2016). The practice assessor will undertake the final overall statement of RPS prescribing competence sign off and achievement of 90 practice hours. Documentary analysis and discussion at the approval visit confirm there is a robust process for escalation of concerns from students and practice staff, however, this is not included in student and practice documentation. (Condition five)

Documentary evidence and discussion at the event confirms that service users do not currently contribute to student assessment. This requires addressing; condition three.

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

Not Met

R4.2 is not met. Documentary evidence and discussion at the approval visit confirms that the academic assessor will work closely with the nominated supervisor and assessor in the practice learning environment to collate decisions about the student's progress. There is limited space in the student's practice assessment documentation for the academic assessor to document their contribution. (Condition four)

Evidence of programme leader being a registered healthcare professional

with appropriate knowledge, skills and experience (R4.3)

Yes

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

Yes

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

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

Met

R4.5 is met. Documentary analysis and discussion at the approval visit confirm that processes are in place to ensure students are assigned to an appropriate practice assessor who is an experienced prescriber. The supporting NMP application form is completed specifying the requirements of the role of practice assessor. The practice assessor's manager must sign the form to confirm that the practice assessor has the support of the employing organisation to act as the designated practice assessor. For self-employed registrants, additional information is required on the V300 application form to confirm that the necessary governance structures are in place. Self-employed applicants must identify arrangements for appropriate supervised practice whilst undertaking the programme. This includes confirmation that they have access to PLT, and appropriate supervised practice to undertake the programme. Self-employed registrants are also required to complete a clinical prescribing audit form to ensure the appropriateness of their clinical area.

The requirements of the practice assessor role are detailed in the programme handbook and practice assessors' and supervisors' handbook. The programme team tell us that there may be exceptional circumstances in some practice learning environments where the role of practice supervisor and practice assessor would be undertaken by the same person. It is recommended that the programme team consider documenting a process for the exceptional circumstances where a student is assigned to same practice assessor and practice supervisor.

(Recommendation three)

Processes are in place to ensure that all programme learning outcomes are met,

addressing all areas necessary to meet the RPS competencies, including successfully passing a numeracy assessment related to prescribing and calculation of medicines with a score of 100 percent. At the approval visit, the programme team said that the pharmacology exam and numeracy assessment are combined into one assessment and that there are only two numeracy questions on the paper. Students also complete one other numeracy related question in the prescription writing section of the practice portfolio. It is recommended that the programme team consider developing a more robust assessment for numeracy. (Recommendation one)

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

Yes

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

Yes

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

Yes

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

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

Yes

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

No

There are two areas where the programme currently does not comply with the NMC SFNME. Area one relates to ensuring students and practice staff understand how to raise concerns or complaints. The second area is that service users do not currently contribute to student assessment.

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met Please provide narrative for any exceptions

No

There is one area where the programme currently does not comply with the NMC SSSA. This relates to there being no specific space in student documentation to allow the academic assessor to document their decisions on student conduct, proficiency and achievement, and recommendations for progression, in collaboration with practice supervisors and practice assessors. (Condition four)

Outcome

Is the standard met?

Not Met

Documentary analysis and discussion at the approval visit confirm there's a robust process for escalation of concerns from students and practice staff, however, this is not included in student and practice documentation.

Condition five: Programme team to add the escalation of concerns process to student facing documentation and to the practice supervisors and practice assessor's handbook to ensure students and educators understand how to raise concerns or complaints. (SFNME R1.5)

Documentary evidence and discussion at the event confirms that service users do not currently contribute to student assessment. Condition three: AEI to ensure that a range of people, including service users, contribute to student assessment. (SFNME R5.14)

There is limited space in the student's practice assessment documentation for the

academic assessor to document their contribution.

Condition four: for the programme team to adapt practice assessment documentation to allow academic assessors to make and record, evidence-based decisions on student conduct, proficiency and achievement, and recommendations for progression, in collaboration with practice supervisors and practice assessors. (SSSA R9.2)

Date: 19 May 2020

Post Event Review

Identify how the condition is met:

Condition three: The programme team have provided evidence that a team of suitably trained service user and carers will contribute to student assessment via the OSCEs. Condition three is now met.

Evidence:

Programme Specification - page four, undated

Condition four: The programme team have revised practice documentation to provide space for where the academic assessor can document their evidence in collaboration with practice supervisors and practice assessors in relation to student conduct, proficiency and achievement and also recommendations for progression. Condition four is now met.

Evidence:

The practice documentation, competency framework nurses, 15 July 2020 has been revised to provide space for the academic assessor to document their evidence in collaboration with practice supervisors and practice assessors on student conduct, proficiency and achievement and also recommendations for progression.

Condition five: A link to the escalation of concerns process has been added to the module handbook and to the practice supervisors and practice assessor's handbook to ensure students and educators understand how to raise concerns or complaints. Condition five is now met.

Evidence:

Page 11 - Prescribing Module Handbook 2020-21, 15 July 2020
Handbook for practice assessor and practice supervisor Page four - practice supervisor and assessor handbook, 15 July 2020

Date condition(s) met: 17 July 2020

Revised outcome after condition(s) met:

Met

Standard 5 Qualification to be awarded

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

- a community practitioner nurse (or midwife) prescriber (V100/V150), or

- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 19 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Practice placement handbook	Yes
PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions	Yes
List additional documentation: School of nursing and healthcare leadership application form – prescribing for healthcare professionals (nurses, midwives, allied healthcare professionals), undated School of nursing application form – independent prescribing, undated UoB guide to RPL, undated Nurse’s competency framework, undated Practice assessor/practice supervisor handbook for 2020/21 External examiner report, 4 November 2018 Prescribing for healthcare professional programme 2020 competency framework mapping to programme & module learning outcomes and taught sessions, undated Prescribing for health care professionals semester 1 2020, undated Prescribing For healthcare professionals course OSCE Station examiner’s record undated, undated Faculty practice education group terms of reference and membership 2018-2019,	

undated
 Faculty of health studies practice education strategy, 29 September 2016
 Faculty of health studies, school of nursing & healthcare leadership programme management team meeting prescribing for healthcare professionals membership, undated
 CV Justine Raynsford, undated
 CV Jane Collins, undated

Additional documents – post interim report

Periodic review programme review document prescribing for healthcare professionals academic year 2019/2020, undated
 NMC standards service users, undated
 Prescribing for healthcare professionals programme management team meeting, 10 December 2019
 School of nursing and healthcare leadership revised application form – prescribing for healthcare professionals (Nurses, midwives, Allied Healthcare Professionals) , undated
 Revised nurse’s /midwives competency framework, undated
 Module handbook PRE7004-C prescribing for healthcare professionals (Level 7) academic year 2020/21, undated
 Prescribing for health care professionals practice assessor/practice supervisor handbook for academic year 2020/21, undated
 Prescribing for healthcare professionals programme clinical prescribing practice placement audit, undated

Post approval visit documentary evidence to meet conditions

Action tracker for prescribing, undated
 Competency framework nurses post event, undated
 Guidance for portfolio contents prescribing health care professionals post event, undated
 Practice supervisor and assessor handbook for academic year 2020/21 post event, undated
 Prescribing programme specification 2020-21 post event, undated
 Prescribing application for healthcare post event, undated
 New competency framework nurses, 15 July 2020
 Prescribing module handbook 2020-21, 15 July 2020
 Practice supervisor and Assessor Handbook, 15 July 2020

If you stated no above, please provide the reason and mitigation
 Student university handbooks are not provided for single modules by the AEI.

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
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Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Five students were available at the approval event.	
Four current students who had started the programme in Sept 2019 but have been delayed in completing due to the Covid-19 pandemic. One student who had completed the programme and is working in primary care.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
The visit was conducted remotely due to the current Covid-19 pandemic.	
Additional comments:	

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Issue record			
Final Report			
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