Programme approval visit report

**Section one**

<table>
<thead>
<tr>
<th>Programme provider name:</th>
<th>University of Hertfordshire</th>
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<tbody>
<tr>
<td><strong>In partnership with:</strong></td>
<td></td>
</tr>
<tr>
<td><em>(Associated practice learning partners involved in the delivery of the programme)</em></td>
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<tr>
<td>West Herts Hospital NHS Trust</td>
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<tr>
<td>Hertfordshire Community NHS Trust</td>
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<tr>
<td>Camden &amp; Islington NHS Foundation Trust</td>
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<tr>
<td>Royal Free London NHS Foundation Trust</td>
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<tr>
<td>Barnet, Enfield &amp; Haringey MH NHS Trust</td>
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<td>Bedford Hospital NHS Trust</td>
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<td>East &amp; North Hertfordshire NHS Trust</td>
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<td>Central London Community Healthcare NHS Trust</td>
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<td>Luton &amp; Dunstable Hospital NHS Foundation Trust</td>
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<td>Hertfordshire Partnership University NHS Foundation Trust</td>
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<td>Moorfields Hospitals NHS Foundation Trust</td>
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<td>North Middlesex University Teaching Hospital NHS Trust</td>
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<tr>
<td>Private voluntary and independent healthcare providers</td>
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<td><strong>Programmes reviewed:</strong></td>
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<tr>
<td>Independent and supplementary nurse prescribing V300</td>
<td>X</td>
</tr>
<tr>
<td>Nurse prescribing without a specialist practice qualification V150</td>
<td>X</td>
</tr>
<tr>
<td>Community practitioner nurse prescribing V100</td>
<td>X</td>
</tr>
<tr>
<td><strong>Title of programme(s):</strong></td>
<td>Nurse Independent and Supplementary Prescribing</td>
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</table>
| **Community Nurse prescribing (V100)**  
Prescribing Without a Specialist Practitioner Qualification |
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<tbody>
<tr>
<td><strong>Date of approval visit:</strong> 14 March 2019</td>
</tr>
<tr>
<td><strong>Programme start date:</strong> 2 September 2019</td>
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</tbody>
</table>
| **Academic level:** England, Wales, Northern Ireland  
☐ Level 5  ✔ Level 6  ☐ Level 7  
SCQF  
☐ Level 8  ☐ Level 9  ☐ Level 10  
☐ Level 11 |
| **QA visitor(s):** Eleri Mills |
Summary of review and findings

The University of Hertfordshire, school of health and social work presented a community practitioner nurse prescribing (V100) programme as part of specialist community public health nurse (SCPHN) and specialist practitioner qualification (SPQ) district nurse (DN) programmes; a standalone V150 prescribing programme; and, an independent supplementary prescribing preparation programme (V300) for approval. The programmes have been mapped to the Standards for prescribing (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC, 2018).

The V300 programme is a part-time programme over a 5-month period leading to 30 credits at academic level 6 and 7. The V150 is a part-time programme over a 5-month period leading to 15 credits at level 6. The V100 programme is integrated into the full-time SCPHN programme and SPQ DN programme over a 12-month period leading to 10 credits at level 6 and 7.

The programme documentation and approval process confirmed evidence of effective partnership working between the approved education institution (AEI) and key stakeholders. A wide range of stakeholders were involved during the development process including commissioning managers and practitioners, several of whom had previously studied the programme, both as independent prescribers (V300) or V100 nurse prescribers; service users and carers; and students.

The documentation and evidence from the approval visit confirm the Standards framework for nursing and midwifery education are met at programme level. The Standards for student supervision and assessment is subject to one condition.

The programmes are recommended to the NMC for approval with three conditions. Three recommendations are made.

8 May 2019

Evidence was provided to meet the three conditions. The conditions and related standards/requirements are now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<table>
<thead>
<tr>
<th>Recommended outcome to the NMC:</th>
<th>Programme is recommended to the NMC for approval</th>
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</table>
Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

### Conditions:

**Effective partnership working: collaboration, culture, communication and resources**

None identified

**Selection, admission and progression**

None identified

**Practice learning**

Condition one: To ensure supervision and assessment documentation for the V100 reflects the NMC Standards for student supervision and assessment. (Standards for student supervision and assessment Standard 5, Standards for prescribing programmes R4.2, R4.5)

Condition two: To define the exceptional circumstances where the roles of practice supervisor and practice assessor may be undertaken by the same person and how this will be monitored by the AEI. (Standards for prescribing programmes, R4.5.1).

**Assessment, fitness for practice and award**

Condition three: To amend the programme documentation to include the wording from the Standards for prescribing programme 5.4 which makes it explicit that students ‘...may only prescribe from the formulary that they are qualified to prescribe from and within their competence and scope of practice’. (Standards for prescribing programmes R5.4)

**Education governance: management and quality assurance**

None identified

### Date conditions to be met:

11 April 2019
Recommendations to enhance the programme delivery:

Recommendation one: To monitor and evaluate the implementation of the NMC Standards for student supervision and assessment from the perspective of practice learning partners (PLPs), AEI and prescribing students. (Standards for prescribing programmes R4.2)

Recommendation two: To develop monitoring strategies to ensure students have access to protected learning time. (Standards for prescribing programmes R1.3)

Recommendation three: To review and evidence mechanisms for service user feedback across all prescribing programmes. (Standards framework for nursing and midwifery education R1.12)

Focused areas for future monitoring:

The implementation of the Standards for student supervision and assessment from the perspective of PLPs, AEI and prescribing students.

Review monitoring strategies to ensure students have access to protected learning time.

Review mechanisms for service user feedback across all prescribing programmes.

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 confirms the V100 practice portfolio and module guide reflect the Standards for student supervision and assessment (NMC 2018). Condition one is now met.

Changes to the supporting application form for V100, V150 and V300 prescribing programmes clarifies the exceptional circumstances where the roles of practice supervisor and practice assessor may be undertaken by the same person. The programme leader will monitor exceptional circumstances situations and will report findings to the programme committee. Condition two is now met.

The programme team have made amendments to documentation which provides clear information to students, practice supervisors and practice assessors that the student may only prescribe from the formulary that they are qualified to prescribe from and within their competence and scope of practice. Condition three is now met.
<table>
<thead>
<tr>
<th>AEI Observations</th>
<th>Observations have been made by the education institution YES ☒ NO ☐</th>
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<tbody>
<tr>
<td>Summary of observations made, if applicable</td>
<td>There were no factual inaccuracies identified.</td>
</tr>
<tr>
<td>Final recommendation made to NMC:</td>
<td>Programme is recommended to the NMC for approval ☒</td>
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<tr>
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<td>Recommended to refuse approval of the programme ☐</td>
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<tr>
<td>Date conditions met:</td>
<td>8 May 2019</td>
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### NMC Programme standards

Please refer to NMC standards reference points

*Standards for prescribing programmes* (NMC, 2018)

*Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers)* (NMC, 2018)

*Standards framework for nursing and midwifery education* (NMC, 2018)

*Standards for student supervision and assessment* (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)

QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)

QA Handbook (September 2018)

### Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

**Please refer to the following NMC standards reference points for this section:**

*Standards framework for nursing and midwifery education* (NMC, 2018)

**Standard 1: The learning culture:**

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

**Standard 2: Educational governance and quality:**

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

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

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

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

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

**Standard 3: Student empowerment:**

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

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

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

*Standards for student supervision and assessment (NMC, 2018)*

**Standard 1: Organisation of practice learning:**
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

<table>
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<tr>
<th>Findings against the standard and requirements</th>
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**QA visitor(s) to 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. This will be based on QA visitor(s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria identified above.**

Documentary evidence and findings at the approval visit confirm effective partnerships with PLPs and the AEI in the development of the proposed prescribing programmes. Commissioning managers and practitioners are widely represented within the university programme development committee. Several PLPs have previously studied the prescribing programme, both as independent prescribers (V300) or V100 nurse prescribers. Current nurse, pharmacist and allied health professional students on the V300 prescribing programme and
students undertaking the V100 prescribing programme have also contributed to the development.

There are examples of evidence of stakeholders influencing programme development including how the modules are planned in terms of hours and assessment strategies for V100, V150 and V300 programmes. PLPs value the extensive period of supervised practice in the V300 programme and agree to students spending time with an experienced nurse prescriber practice supervisor, practice assessor and medical practitioners to enable effective team working and a shared approach to patient management. PLPs confirm that the nurse prescriber undertaking the role of practice supervisor or practice assessor would need to have demonstrated significant skills and experience in prescribing within the student's field of intended prescribing practice.

Partnership working is evidenced by the AEI and PLPs working closely to support the implementation of the Standards for supervision and assessment of students. PLPs confirm that they have a clear process to ensure that the practice supervisor and practice assessor meet these standards (NMC, 2018). The criteria for practice supervisors and practice assessors is detailed in the application form for V100, V150 and V300 programmes. This process requires confirmation by the supporting PLP organisation and signatories that support for supervision and assessment is available in the practice learning environment.

PLPs confirm their commitment to releasing practitioners to be prepared to undertake the role of practice supervisor or assessor.

Current nurse, pharmacist and allied health professional students studying the V300 prescribing programme and students undertaking the V100 prescribing programme have contributed to the development of the new programmes.

Students highlighted their satisfaction with the current organisation and delivery of the programmes as they believe they strongly support their development within the expanded role of prescribing. The programme development group agreed that the authentic assessment strategy employed within the current V100, V150 and V300 programme should continue enabling students to learn and develop their assessment skills contributing to the enhancement of their practice. Students value the structure of the numeracy and the pharmacology examination assessment methods and the programme team agreed that the current format should continue.

Students provided feedback that the academic workload for the V300 programme is extensive. There is evidence the programme team listened to student feedback resulting in a review of the assessment workload in the proposed V300 programme.

Students commented positively on their experience of being taught pharmacology with allied health professionals in the V150 prescribing programme and sessions with pharmacists and dieticians in the V300 prescribing programme that promote inter-professional learning.

Documentary evidence confirms two consultation meetings were held with service user and carer groups to discuss the proposed prescribing programmes. The programme team confirmed that service user and carer input in the V100 programme is from the wider SCPHN and SPQ programmes.

The service user perspective of prescribing is a timetabled session in the module guide which confirms their involvement in the delivery of the V150 and V300 programmes. This was confirmed by service users and carers at the approval visit. Service users and carers confirm their involvement in the recruitment, assessment and evaluation of students undertaking the V300 programme. They are involved in
the objective structured clinical examination (OSCE) assessment and contribute to the overall evaluation of the assessment. There were no service users and carers available at the approval event to confirm similar involvement in the V100, V150 programmes.

The programme team are recommended to review mechanisms for service user feedback across all prescribing programmes. (Recommendation three) (Standards framework for nursing and midwifery education R1.12)

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

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Gateway 2: Standards for student supervision and assessment

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Student journey through the programme

Standard 1: Selection, admission and progression

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

1.1 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

1.2 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

1.3 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

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

1.5 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
1.6 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:

1.6.1 Clinical/health assessment
1.6.2 Diagnostics/care management
1.6.3 Planning and evaluation of care

1.7 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.

<table>
<thead>
<tr>
<th>Findings against the standard and requirements</th>
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<tbody>
<tr>
<td><strong>Evidence provides assurance that the following QA approval criteria are met:</strong></td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>YES ☒ NO ☐</td>
</tr>
<tr>
<td>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)</td>
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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)

R1.3 is met. Documentary evidence and the approval process confirms governance arrangements between the AEI and PLPs are in place for all prescribing programmes. PLPs confirm positive partnership working with the AEI. There is shared agreement and responsibility regarding the admissions process and support mechanisms necessary for theory and practice learning. The
supporting admissions application form confirms the nominated signatories within each supporting organisation who confirm the applicant’s suitability for the programme; availability of appropriately qualified and experienced practice supervisors and assessors; support to undertake the required period of learning in practice, including access to appropriate learning activities; and, attendance at scheduled study days and guided study exercises. There is confirmation of an existing robust clinical governance framework within PLP organisations for V100, V150 and V300 programmes.

For self-employed applicants, information is required on the supporting admissions application form for the V150 and V300 programmes which requires evidence that a robust clinical governance framework exists within the organisation.

PLPs confirm the importance of protected learning time and that students will be allocated a practice supervisor, practice assessor and academic assessor for the duration of the programme. We found that some students studying the V300 programme are sometimes challenged with accessing protected learning time to meet the required hours in practice learning. The programme team are advised to develop monitoring strategies to ensure students have access to protected learning time. (Recommendation two)

Recommendation two: To develop monitoring strategies to ensure students have access to protected learning time. (Standards for prescribing programmes R1.3)

| Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers (R1.4) | YES ☒ NO ☐ |
| Processes are in place to confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme (R1.5) | YES ☒ NO ☐ |
| Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6): | YES ☒ NO ☐ |
| - Clinical/health assessment | |
| - Diagnostics/care management | |
| - Planning and evaluation | |
| Processes are in place to ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme (R1.7) | YES ☒ NO ☐ |
Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the 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.

The programme team confirmed that existing students will not be transferring on to the Standards for prescribing programmes (NMC, 2018). They will complete the prescribing programme they are enrolled on.

Documentary evidence confirms the length of enrolment on the V150 and V300 programme is normally one year. The programme team confirmed that most students complete the prescribing programme over the six to 12-month period. Students on the V150 and V300 who suspend their studies will return and complete the theoretical and practice learning elements of the programme with the next cohort of students.

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

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<tr>
<th>Outcome</th>
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<tr>
<td>Outcome: The Standard is met.</td>
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<td>Date: 14 March 2019</td>
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Standard 2: Curriculum

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

2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education

2.2 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

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

2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual’s intended scope of prescribing practice:
2.4.1 stating the general and professional content necessary to meet the programme outcomes
2.4.2 stating the prescribing specific content necessary to meet the programme outcomes
2.4.3 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
2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies
2.6 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC standards for education and training (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).
  
R2.3 is met. Documentary evidence confirms a range of learning and teaching strategies are used for the proposed prescribing programmes. Theory and practice learning are balanced within each prescribing programme. The programmes adopt a blended learning strategy co-ordinated through the university’s managed learning environment, StudyNet, promoting a participative and inclusive approach to learning and teaching. Students and the teaching team confirmed the use of StudyNet to support theoretical learning. These strategies and practice learning experiences are used to support achievement of competencies.

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

YES ☑  NO ☐

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

YES ☑  NO ☐

If relevant to the review

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

YES ☑  NO ☐  N/A ☑

R2.6 is not applicable.
This is not relevant as University of Hertfordshire is based in England.

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

YES ☑  NO ☐

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

YES ☑  NO ☐

Outcome

Outcome: The Standard is met.
Date: 14 March 2019

Standard 3: Practice learning

Approved education institutions must:

3.1 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:

3.2 ensure that practice learning complies with the NMC *Standards for student supervision and assessment*

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

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

**Findings against the standard and requirements**

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

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

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

R3.1 is met. Documentary evidence and discussion at the approval visit confirms the programmes have effective arrangements and governance for practice learning. Arrangements for practice learning and the supporting governance is a significant focus for discussion within programme review committee meetings for the V100, V150 and V300 programmes. Governance arrangements are agreed with the AEI and PLP organisations

Programme development and teaching teams confirm the Standards for student supervision and assessment implementation plan and policy change in practice is in place. They report the importance of ensuring the distinctiveness of supervisor and assessor roles and ensuring attendance of staff at preparation sessions for the new roles.

Senior university and PLP managers confirm local policy changes in relation to practice supervisors and practice assessor roles have also included agreement from the director of nursing and pharmacy lead for the PLP organisations.

PLPs confirm they have worked closely with the university in the development of criteria for the practice supervisor and practice assessor roles and in the preparation for these roles. The non-medical prescribing lead in each PLP organisation holds a database of designated medical practitioners. This database will be annotated in relation to practice supervisors and practice assessors for V150 and V300 programmes and includes annual updates and bimonthly meetings which is essential for appraisal and revalidation. They confirmed that the nurse prescriber undertaking the role of practice supervisor or practice assessor would
need to have demonstrated significant skills and experience in prescribing within the student's field of intended prescribing practice.

Self-employed applicants must complete an entry information form for the V150 and V300 programmes. This includes comprehensive professional references detailing the applicant's level of proficiency in practice and confirmation of the arrangements made for practice learning and practice supervision and assessment, and evidence that a robust clinical governance framework exists within the organisation.

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

<table>
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<tr>
<th>YES</th>
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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)

R3.3 is met. A full range of technology enhanced learning opportunities used to support student learning and assessment is evidenced in the programme module guide for V150 and V300 programmes. Discussion at the approval visit with the programme development and teaching team confirmed that the programme makes extensive use of the university's interactive managed learning environment, StudyNet. This allows every student to access information and a range of resources relevant to their studies online through a web browser and through mobile devices both on and off university campus. Each student has a personal portal on StudyNet which is customised for the programme. The use of OSCEs, podcast, Skype, Facetime and WhatsApp are detailed in the programme module guide, in addition to guidance for supervised practice and the portfolio of evidence documents to support learning and assessment for V150 and V300 programmes. Simulation-based learning opportunities are carried out in the classroom for V100, V150 and V300 programmes. These simulations are case study presentations involving analysis of the decision-making process regarding the management of patient problems. There are formative and summative OSCEs in the clinical skills classroom for the V150 and V300 programmes.

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met  

| YES | NO |

**Outcome**

**Outcome:** The Standard is met.  
**Date:** 14 March 2019

---

**Standard 4: Supervision and assessment**

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

4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

4.3 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

4.4 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

4.5 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

4.5.1 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

4.6 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

4.7 provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes
4.8 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.

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

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

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

Findings against the standards and requirements

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

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

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

R4.1 is met. Documentary evidence confirms that effective support by the programme team and PLPs is integral to the V100, V50 and V300 prescribing programmes.

The practice supervisor supports the student’s practice development on a day-to-day basis. They will act as a role model and demonstrate safe and effective practice within the student’s intended scope of prescribing. The practice supervisor has a key role in supporting the student’s practice and making links between theoretical and practice learning. In partnership with the student and the practice assessor, they monitor the achievement of realistic learning objectives for practice learning. They will assist the student to reflect on their development, providing effective and constructive feedback on the student’s achievements. The practice assessor is responsible for assessing the student’s progress and performance in relation to the competencies outlined in the competency framework for all prescribers (RPS 2016). The practice assessor will undertake the final summative assessment of practice and confirm that the required proficiencies for annotation as a prescriber on the NMC register have been achieved.

Discussion at the approval event with the programme development team, teaching team and students confirmed that the programme involves blended learning strategies to facilitate effective inter-professional learning and the sharing of differing professional perspectives and expertise. The students value the reflective discussions and prescribing analyses that are held on the V100, V150 and V300 programme to enable them to integrate their learning within the context of their professional scope of practice. The V100, V150 and V300 programme module...
guide confirms that any actions or omissions constituting unsafe practice in any assessments will result in referral.

Discussion at the approval event and documentary evidence confirms that a nominated academic assessor, identified from within the university programme team, will support the student’s theoretical learning. The academic assessor will work closely with the nominated supervisor and assessor in the practice learning environment to moderate and collate decisions about the student’s ability to demonstrate all prescribing proficiencies on the V150 and V300 programmes. The programme team confirmed that the university will prepare academic assessors who will support and supervise learning and assessment of students, enabling them to develop the skills, knowledge and attributes required for safe, appropriate and cost-effective prescribing practice.

- 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).

R4.2 is not met. Documentary evidence and discussion at the approval visit confirm arrangements are in place for the appointment of practice supervisors, practice assessors and academic assessors to support the V150 and V300 programmes. This includes preparation for these roles. PLPs confirm they have worked closely with the AEI to develop criteria for the practice supervisor and practice assessor roles and in the preparation for these roles. The non-medical prescribing lead in each PLP organisation holds a database of designated medical practitioners. This database will be annotated in relation to practice supervisors and practice assessors for V150 and V300 programmes and includes annual updates and bimonthly meetings which is essential for appraisal and revalidation.

The programme development and teaching team presented the V100 programme with the practice teacher as the model for supervision and assessment. This does not meet the Standards for student supervision and assessment (NMC 2018) and requires addressing. (Condition one)

The teaching team are also advised to monitor and evaluate the implementation of the NMC Standards for student supervision and assessment from the perspective of PLPs, the AEI and prescribing students. (Recommendation one)

- Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience (R4.3) YES √ NO □
- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4). YES √ NO □

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

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

R4.5 is not met. The V150 and V300 programmes have processes in place to ensure students are assigned to an appropriate practice assessor who is an experienced prescriber. The admission process is detailed in the admissions handbook, and a continuing professional development and supporting admissions application form is completed specifying the requirements for the role of practice assessor. The nominated signatory within the supporting PLP organisation signs the supporting admissions form to confirm that the practice assessor has the skills and experience to undertake the role. The university admissions tutor also reviews the evidence provided to ensure that all criteria are met and also reviews the assessor's entry on the NMC register before the application is approved. The requirements of the role are detailed in the programme specification and handbook for supervisors and assessors of practice.

The programme development and teaching team presented the V100 with the practice teacher as the model for supervision and assessment. This does not meet the Standards for student supervision and assessment (NMC 2018) and requires addressing. (Condition one)

The programme development and teaching team did not envisage situations when the role of practice supervisor and practice assessor would be undertaken by the same person. Following discussion, they told us there may be exceptional circumstances in some practice learning environments where this may be the case. They were unable to define what these exceptional circumstances may be. (Condition two)

Condition two: To define the exceptional circumstances where the roles of practice supervisor and practice assessor may be undertaken by the same person and how this will be monitored by the AEI. (Standards for prescribing programmes, R4.5.1)

- Processes are in place to ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (R4.6)  **YES ☒ NO ☐**
- Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)  **YES ☒ NO ☐**
- Processes are in place to assess the student’s suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice (R4.8)  **YES ☒ NO ☐**
- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:
  - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
- successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).

YES □ NO □

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

YES □ NO □

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met YES □ NO □

Please provide narrative for any exceptions

The programme development and teaching team presented the V100 programme with the practice teacher as the model for supervision and assessment. This does not meet the Standards for student supervision and assessment (NMC 2018) and requires addressing. (Condition one)

The teaching team are also advised to monitor and evaluate the implementation of the NMC Standards for student supervision and assessment from the perspective of PLPs, the AEI and prescribing students. (Recommendation one)

Outcome

Outcome: The Standard is not met.

Date: 14 March 2019

State reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s)

The V100 programme has the practice teacher as the model for supervision and assessment. This does not meet the Standards for student supervision and assessment (NMC 2018) and requires addressing. Documentation needs to be reviewed and amended to include the process of allocating SCPHN students and SPQ DN to practice supervisors and practice assessors undertaking the V100 programme. (Condition one)

Condition one: To ensure supervision and assessment documentation for the V100 reflects the NMC Standards for student supervision and assessment. (Standards for student supervision and assessment Standard 7, Standards for prescribing programmes R4.2, R4.5)

The programme development and teaching team meeting did not envisage situations when the role of practice supervisor and practice assessor would be undertaken by the same person. Following discussions they told us there may be exceptional circumstances in some practice placement environments where this may be the case. (Condition two)

Condition two: To define the exceptional circumstances where the role of practice supervisor and practice assessor may be undertaken by the same person and how this will be monitored by the AEI. (Standards for prescribing programmes R4.5.1)
The teaching team are also advised to monitor and evaluate the implementation of the NMC Standards for student supervision and assessment from the perspective of PLPs, the AEI and prescribing students. (Recommendation one)

Recommendation one: To monitor and evaluate the implementation of the NMC Standards for student supervision and assessment from the perspective of PLPs, AEI and prescribing students. (Standards for prescribing programmes R4.2)

<table>
<thead>
<tr>
<th>Post Event Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify how the condition(s) is met</strong></td>
</tr>
<tr>
<td>Condition one: The teaching team provided revised documentation which confirms the V100 practice portfolio and module guide reflect the Standards for student supervision and assessment (NMC 2018). A handbook for practice supervisors and assessors has been developed to support the V100 programme.</td>
</tr>
<tr>
<td>Condition one is now met.</td>
</tr>
<tr>
<td>Condition two: Documentation submitted by the teaching team confirms revisions made to the supporting application form for V100, V150 and V300 prescribing programmes clarifies the exceptional circumstances where the roles of practice supervisor and practice assessor may be undertaken by the same person. The programme leader will monitor exceptional circumstances situations and will report findings to the programme committee.</td>
</tr>
<tr>
<td>Condition two is now met.</td>
</tr>
<tr>
<td>Evidence to support the conditions:</td>
</tr>
<tr>
<td>Response from programme team to conditions, undated</td>
</tr>
<tr>
<td>V100 practice portfolio document, 2019-2020</td>
</tr>
<tr>
<td>V100 module guide, 2019-2020</td>
</tr>
<tr>
<td>Handbook for practice supervisors and practice assessors supporting students undertaking the V100 prescribing programme, April 2019</td>
</tr>
<tr>
<td>Supporting admissions form for V100 nurse prescribing module, April 2019</td>
</tr>
<tr>
<td>Supporting admissions form for V300/V150 nurse prescribing courses V150, April 2019</td>
</tr>
<tr>
<td><strong>Date condition(s) met:</strong> 8 May 2019</td>
</tr>
<tr>
<td><strong>Revised outcome after condition(s) met:</strong> The Standard is met.</td>
</tr>
<tr>
<td>Condition one and two are now met. The standard and requirements are met.</td>
</tr>
<tr>
<td>Assurance is provided that the Standards for student supervision and assessment are met.</td>
</tr>
</tbody>
</table>
Standard 5: Qualification to be awarded

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

5.1 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:

- a community practitioner nurse or midwife prescriber (V100/V150), or
- a nurse or midwife independent/supplementary prescriber (V300)

5.2 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

5.3 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

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

Findings against the standards and requirements

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

- Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:
  - a community practitioner nurse (or midwife) prescriber (V100/V150), or
  - a nurse or midwife independent/supplementary prescriber (V300) (R5.1)  
  YES ☑ NO ☐

- Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor’s degree as a minimum award (R5.2)  
  YES ☑ NO ☐

- Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber (R5.3)  
  YES ☑ NO ☐
- Processes are in place to inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.4)

R5.4 is not met. The programme module guide, guidance for supervised practice and the portfolio of evidence for V100, V150 and V300 programmes include information stating that students may only prescribe once their prescribing qualification has been annotated on the NMC register.

Assurance is needed that student facing documentation for all prescribing programmes includes the statement ‘...may only prescribe from the formulary they are qualified to prescribe and within their competence and scope of practice’. (Condition three)

| Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met | YES ☒ NO ☐ |

**Outcome**

**Outcome:** The standard is not met.

**Date:** 14 March 2019

**State reason for the outcome identifying which standard/requirement requires further evidence and state the condition(s)**

Assurance is needed that student facing documentation for all prescribing programmes includes the statement ‘...may only prescribe from the formulary they are qualified to prescribe and within their competence and scope of practice’. (Condition three)

Condition three: To amend the programme documentation to include the wording from standard 5.4, which makes explicit that students ‘...may only prescribe from the formulary that they are qualified to prescribe from and within their competence and scope of practice’. (Standards for prescribing programmes R5.4)

**Post event review**

**Identify how the condition(s) is met**

Condition three: Documentation submitted by the programme team includes clear information to students, practice supervisors and practice assessors that the student may only prescribe from the formulary that they are qualified to prescribe from and within their competence and scope of practice.

**Evidence:**

Response from programme team to conditions, undated

V100 module guide, 2019-2020
| V100 nurse prescribing guidance for supervised practice and the portfolio of evidence, 2019-2020 |
| V150 module guide, 2019-2020 |
| V150 nurse prescribing guidance for supervised practice and the portfolio of evidence, 2019-2020 |
| V300 module guide, 2019-2020 |
| V300 nurse independent prescribing guidance for supervised practice and the portfolio of evidence, 2019-2020 |
| V100 nurse prescribing programmes handbook for supervisors and assessors of practice, 2019-2020 |
| V300/V150 nurse prescribing programmes handbook for supervisors and assessors of practice, 2019-2020 |

**Date condition(s) met:** 8 May 2019

**Revised outcome after condition(s) met:** The standard is met.
### Sources of evidence

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

<table>
<thead>
<tr>
<th>Key documentation</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme document, including proposal, rationale and consultation</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Programme specification(s)</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Module descriptors</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Student facing documentation including: programme handbook</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Student university handbook</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Practice assessment documentation</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Practice placement handbook</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Curricula vitae for relevant staff</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.

<table>
<thead>
<tr>
<th>List additional documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme specification V300 Level 6, March 2019</td>
</tr>
<tr>
<td>NMC registration and pin number confirming currency that programme leader is a registered healthcare professional, March 2019</td>
</tr>
<tr>
<td>Post event evidence to meet conditions:</td>
</tr>
<tr>
<td>Response from programme team to conditions, undated</td>
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<tr>
<td>V100 practice portfolio document, 2019-2020</td>
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<td>V300/V150 nurse prescribing programmes handbook for supervisors and assessors of practice, 2019-2020</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior managers of the AEI/education institution with responsibility for resources for the programme</td>
<td>✗</td>
</tr>
<tr>
<td>Senior managers from associated practice learning partners with responsibility for resources for the programme</td>
<td>✗</td>
</tr>
<tr>
<td>Programme team/academic assessors</td>
<td>✗</td>
</tr>
<tr>
<td>Practice leads/practice supervisors/practice assessors</td>
<td>✗</td>
</tr>
<tr>
<td>Students</td>
<td>✗</td>
</tr>
</tbody>
</table>

If yes, please identify cohort year/programme of study:
- 3 students from 2018 to 2019 cohort (1 nurse V300, 1 physiotherapist, 1 paramedic)
- 2 students from 2017 to 2018 cohort (1 nurse V300, 1 nurse V100)
- 1 student from 2016 to 2017 cohort (1 podiatrist)

Service users and carers | ✗ |

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

Additional comments:
Due to the last minute unavailability of the two service users and carers on the approval event day we met with one service user who participated in the V300 programme. We did not meet any service users and carers involved in the V100 and V150 programme.

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist teaching accommodation (e.g. clinical skills/simulation suites)</td>
<td>✗</td>
</tr>
<tr>
<td>Library facilities</td>
<td>✗</td>
</tr>
<tr>
<td>Technology enhanced learning</td>
<td>✗</td>
</tr>
</tbody>
</table>
Virtual learning environment

Educational audit tools/documentation □ ☒

Practice learning environments □ ☒

If yes, state where visited/findings:

If you stated no above, please provide the reason and mitigation
An existing AEI provider of nurse prescribing programmes, therefore it was not necessary to visit facilities.

Additional comments:

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record
Interim Report
Author: Eleri Mills Date:
Checked by: Pam Page Date:

Final Report
Author: Eleri Mills Date: 8 May 2019
Checked by: Pam Page Date: 22 May 2019
Approved by: Leeann Greer Date: 7 June 2019
Submitted by: Amy Young Date: