

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>City University London School of Health Sciences</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>University College London Hospitals NHS Foundation Trust Barts Health Trust Central North West London NHS Foundation Trust East London Foundation Trust Homerton / Hackney Homerton Hospital NHS Foundation Trust Homerton NHS Foundation Trust Homerton University Hospital NHS Foundation Trust London Borough of Newham Tower Hamlets Care Group Tower Hamlets CCG Tower Hamlets Community Health Tower Hamlets Community Health SW Locality District Nursing, Jubilee Street Practice Tower Hamlets GP Care Group Tower Hamlets GP Care Group CIC Tower Hamlets HP Care Group</p>
<p><b>Programme(s) reviewed:</b></p> <p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Independent/Supplementary Nursing Prescribing (V300) Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 7</p> <p>Programme: Community Practitioner Nurse Prescribing V100 Title of programme: Community Practitioner Nurse Prescribing (V100) Programme start date: 13 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6</p>	

Level 7

**Date of approval**

22 July 2020

**QA visitor(s):**

Registrant Visitor: Mark Lovatt

**Section two**

**Summary of review and findings**

City university London (CUL) school of health sciences presented the independent and supplementary nurse prescribing (V300) and the community practitioner nurse prescribing (V100) programmes for approval against the Nursing and Midwifery Council (NMC) Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018).

The V300 programme will be delivered at academic seven, usually over a period of six months, part time, comprising 30 academic credits. The V100 will be delivered at level six and level seven as part of a specialist community public health nurse (SCPHN) programme, or as part of a specialist practitioner qualification (SPQ) district nurse (DN) programme, both comprising of 15 academic credits. The independent and supplementary non-medical prescribing programme is jointly approved by the Health and Care Professions Council (HCPC).

The programme documentation and approval process confirmed evidence of effective partnership working between CUL and key stakeholders. A wide range of stakeholders were involved during the development process including service users and carers, students, practice learning partners (PLPS) and practitioners. Arrangements are in place at programme level to meet the Standards framework for nursing and midwifery education (SFNME) the Standards for student supervision and assessment (SSSA). The Standards for prescribing programmes (NMC, 2018) and the RPS competency framework for all prescribers are clearly detailed in the documentation and mapped to the programmes. There is strong collaborative working to develop these prescribing programmes and ensure ongoing management, involving all stakeholders.

The programmes are recommended to the NMC for approval.

**Recommended outcome of the approval panel**

<b>Recommended outcome to the NMC:</b>	Programme is recommended to the NMC for approval
<p><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p><b>Selection, admission and progression:</b></p> <p><b>Practice learning:</b></p> <p><b>Assessment, fitness for practice and award:</b></p> <p><b>Education governance: management and quality assurance:</b></p>
<b>Date condition(s) to be met:</b>	
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	Continued service user and carer (SUC) involvement in the ongoing development, delivery and evaluation of the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

### 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><i>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</i></u></p>

## 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

### **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*

There's extensive documentary evidence of scheduled and wide consultation with students, service user and carers and PLPs to seek their views on these programmes. PLPs tell us they have been involved in a joint event with SUCs and students to input into these programmes and they felt they were listened to. Co-production of the programme is also confirmed at the approval visit. We found good evidence of partnership working between CUL and PLPs for the preparation to supervise and assess students to meet the NMC Standards for student supervision and assessment. PLPs and CUL tell us that there's enough staff resource in place to meet the needs of the V100 and V300 programmes. To maintain an oversight of the numbers of prepared practice supervisors and assessors in the practice setting, a register is kept by all PLPs and a programme of mandatory annual updating is place. The register for private, voluntary or independent providers is kept by CUL.

Pan London audit processes are in place to assure that learning environments are regularly reviewed and that the practice experience is safe and effective. Roles and responsibilities for the nominated person, practice supervisors, practice assessors and academic assessors are clearly defined in the practice assessment documents of all programmes. A final verification of competency is signed by the practice assessor, academic assessor and the student's employer/line manager. There's also a process in place for the external examiner to moderate and comment in the practice assessment document. According to the documentation there is a planned approach to support practice learning, whereby the academic assessor will meet with practice assessors to discuss and provide feedback on student progress towards achieving RPS (2016) competencies. The teaching team has a multi-professional background including nurses from different fields of practice, a lecturer with a pharmacology qualification that delivers on both programmes and there's a lead midwife for education (LME) to support students who are midwives. A number of PLP staff tell us that they teach on these programmes.

Students from all programmes, and all levels seeking approval, confirm documentary and narrative evidence given by CUL regarding admission requirements and quality assurance processes. Students confirm the application process contains checks on their suitability and acts as a method of ensuring they meet the required professional standards. Students confirm details for their suitability to undertake the programme is in line with the standards for selection and admission. Students tell us they are well supported in practice and that they are aware that practice assessors meet with

academics regularly whilst they were on the course. Students say they feel practice is a safe and supportive learning environment. Students are satisfied with the level of communication between themselves and practice placements during the programme.

Students feel very well supported by CUL and tell us that academic staff are easily accessible. Students tell us their achievement is monitored throughout the programme and assessment of their competencies for all programmes on completion is relevant. Students confirm SUC feedback is included in their practice assessment document. Students tell us that there are regular meetings and opportunities to feedback to tutors about any concerns, or to give their perspectives. Students tell us they're involved in initial, mid and end point evaluations and feel they are listened to and that their opinions are used to develop the programmes. Students tell us they have no problems accessing the support of practice supervisors and assessors, they know how to raise and escalate concerns and have been given documentary guidance on this. Students tell us that they were interviewed by SUCs on entry to the programme.

The school has an active SUC strategy through a service user and carer advisory board, this is in place to ensure that people can influence the education of health and social care professionals. There's clear evidence that service users and carers have been included in the development of the programmes. The service user and carer representatives describe their role within SUCs indicate specific areas where they contribute to programme recruitment, ongoing development and evaluation and they say its evidence of partnership working. The SUCs tell us they are fully aware of programme developments and changes made to meet current standards. SUCs tell us they were involved in two stakeholder events and were asked for their views on the programmes. SUCs are timetabled to teach on the programmes. SUCs are also asked to give feedback on student performance in the clinical setting by completing an evaluation form in the practice assessment document.

**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***

<b>If not met, state reason</b>
<b>Post Event Review</b>
<b>Identify how the condition is met:</b>
<b>Date condition(s) met:</b> 22 July 2020
<b>Revised outcome after condition(s) met:</b>

<b>Student journey through the programme</b>
<b>Standard 1 Selection, admission and progression</b>
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R1.1 ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme</p> <p>R1.2 provide opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non- NHS employed registrants) to apply for entry onto an NMC approved prescribing programme</p> <p>R1.3 confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme</p> <p>R1.4 consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers</p>

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. A comprehensive application form confirms student suitability to undertake the programme and meet the Standards for prescribing programmes. These forms are used to ensure applicants meet the entry criteria and are checked by the professional support team and a member of the prescribing team before a place is offered. Applicants must have employer support and their managers are required to sign to confirm clinical competence and that practice learning time will be protected. There must be confirmation that a practice supervisor and practice assessor is identified and that they meet the requirements of the SSSA before students start. There is a specific form for self-employed applicants, designed to demonstrate quality assurance of practice learning environments is in place at the point of application.

For employed applicants, organisational non-medical prescribing (NMP) leads identify the practice supervisors and assessors for the student and sign to confirm governance arrangements are in place. Self-funding and self-employed students are required to submit additional information to confirm that they have appropriate access to practice support in line with the SSSA. All practice learning areas are subject to an audit process to ensure that it is safe and effective. All such audits are reviewed by the programme team.

Students tell us that they are supported by their employers and they can access practice support. They tell us that they have no difficulty accessing protected learning time and are supported to engage in online activities or independent learning opportunities whilst they are in practice.

**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**

**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**

It is anticipated that the students undertaking the current delivery of the V300 module will have completed their taught sessions and practice assessment prior to September 2020. There may, however, be students who require subsequent attempts at assessment or a break in study and they will retain the assessment criteria for the module that they commenced. Students who take a break in study will need to transition onto the NMC (2018) Standards for student supervision and assessment and all programmes will be aligned to these by September 2020. The Community Practitioner Nurse prescriber module runs once a year between September and March. As for the V300 module, most students will have completed their studies by September 2020. Transition arrangements will only be required if students take a break in study and where possible the assessment criteria from the original module will be maintained. Transition to the current Standards for student supervision and assessment will be required if practice placements have not been completed in prior to September 2020.

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

Yes

**Outcome**

**Is the standard met?**

*Met*

**Date: 22 July 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 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 programme specification outlines programme structure, learning and teaching methods used in the prescribing programme which the programme team say are designed to support students to achieve the RPS competency framework for all prescribers and programme outcomes. Programme specifications are explicit and RPS competencies are mapped and assessed in the practice assessment documentation. The V300 programme is open to nurses and allied health professionals and there's opportunity for inter-professional learning in the programme. Both programmes include sessions which are delivered by practice learning partners and SUCs.

A variety of appropriate teaching and learning approaches are used to meet the needs of all students. A blended learning approach is used to deliver the programme and students will learn through e-learning, self-directed study and classroom-based activities. Case based scenario learning will take place in the classroom and within the clinical area to provide simulation-based learning related to the principles of pharmacology and actions of drugs. The programme specification for the V100 and V300 provide statements detailing the education philosophy, educational aims and learning outcomes. There are mapping documents which assure that the programme learning outcomes, teaching and assessment in the V100 and V300 programmes are mapped to confirm student achievement of the RPS competencies.

Formative feedback is used to indicate to students how they are performing and to highlight areas where they potentially need support. Formative feedback is gained from completing mock examinations, prescription writing workshops and from scheduled meetings between students and practice supervisors and practice assessors.

**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 programmes are delivered 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: 22 July 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. CUL and PLPs demonstrated partnership in working to deliver a suitable and effective practice learning environment. The level of governance and support between the partners is described in the documentation and was confirmed at the approval visit. Governance of practice learning is supported by the requirement for educational audit in all environments where practice learning will take place. There's an agreed regional approach to selecting, approving and removing practice learning environments. A pan London practice learning environment educational audit tool is used to confirm practice area capacity and ensure facilities and resources are in place to support prescribing students to meet competencies required for their programme. Students are not placed in areas without a successful and in-date audit. Students confirm practice learning environments are subject to educational audit.

Documentary evidence confirms arrangements to identify and prepare practice assessors and practice supervisors. This is a rolling programme of preparation and updating. All practice supervisors and assessors will be updated annually, and a register is to be maintained to monitor this and confirm this happens. This ensures students will be supported in practice by suitably qualified and prepared individuals. Documentary evidence outlines the programme of preparation for practice supervisors and practice assessors delivered by CUL and PLPs.

PLPs tell us they are committed to release practitioners and prescribers to take the roles of practice supervisor and assessor and to support student learning.

Agreements for time release, indemnity, and practice supervision and practice assessment for self-employed applicants are scrutinised by the programme lead prior to admission. Self-employed students must provide a self-declaration detailing they have support and provide professional confirmation they are suitable to undertake the programme.

**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. Documentary and narrative evidence from the approval visit demonstrates how technology enhanced and simulation-based learning opportunities are used within the programme. Digital literacy and virtual learning are embedded into the programmes and students from programmes delivered prior to Covid19 tell us this is used proportionately. This technology is used synchronously and asynchronously by students. Students tell us that online learning resources are clearly signposted and accessible. They describe the resources as helpful and supportive of flexible learning strategies. Numeracy tools, online formularies, access to instructional media are available to students. Students tell us that telephone polls have also been used to provide evaluations for these modules. This is an anonymous form of feedback which students tell us they value. Students tell us that they have had no difficulty accessing protected learning time to engage in online activities or independent learning opportunities. Students are very positive about how the online delivery relates to practice.

**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: 22 July 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 a prescriber 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 prescriber 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 prescriber student is undergoing training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to provide 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 prescriber 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)**

***Met***

R4.1 is met. Discussion at the approval event and documentary evidence confirm there is evidence of an effective programme of preparation for practice supervisors and assessors for the V300 or V100 programmes. PLPs identify and nominate prospective students for the prescribing programme and confirm their commitment to supporting students with relevant study leave and designate practice supervisors and practice assessors for each student. PLPs and CUL also confirm that the student will be placed in a clinical environment that has been subject to a completed quality assurance audit. Discussion with the programme team confirms the process by which the practice supervisor, practice assessor and academic assessor will work in partnership to support and assess practice learning. PLPs tell us there are workshops and guides that have been produced by CUL to support their preparation. The pan London learning group is also used as an online resource to support PLPs. Link lecturers from CUL are involved in meeting with practice supervisors and practice assessors to support them in practice.

For the Community Practitioner Nurse Prescriber module, supervisors and assessors are invited to an annual prescribing update at CUL. If practitioners are unable to attend, contents are circulated for their information. Assessors and supervisors also attend general update sessions at CUL six times a year and the content relates to prescribing. In addition, education leads employed by PLPs support their practice supervisors and practice assessors by the provision of internal updates.

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

***Met***

R 4.2 is met. The nominated person, practice supervisors and practice assessor are identified as part of the application process. Training sessions are timetabled and will be delivered in partnership with the AEI and PLPs. Documentary evidence, in the form of an SSSA handbook for practice supervisors and practice assessors, details the support processes and the preparation for their roles. We heard further confirmation of these processes at the approval event through discussions with the programme team and the PLP representatives

**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)**

R4.5 is met. The application process provides evidence to confirm there's guidelines and processes in place to assign each student a practice assessor who is a registered healthcare professional and an experienced prescriber prescribing in the same field of practice as the student. They are registered healthcare professionals and experienced prescribers with suitable equivalent qualifications for the prescribing programme the student is undertaking. Applications are signed by line managers and non-medical prescribing leads within the PLP or independent organisation. This process was confirmed through discussions at the approval event with the programme team and the PLPs. Preparation sessions for practice assessors are timetabled and are delivered in partnership with the AEI and PLP. The practice supervisor and practice assessor handbook contains definitions outlining the experience and qualifications required for practice assessors. There's a process for managing exceptional circumstances where the same person fulfils practice supervisor and practice assessor roles. The programme team say this is identified at the point of application and closely monitored by the programme lead. The proposed timeline for liaison between academic assessor and practice assessor is detailed in student facing practice assessment documentation. The academic assessor and practice assessor have scheduled communications about a student, as a minimum, at commencement, the mid-point and at the end of the programme.

**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

Yes

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

Yes

Outcome

Is the standard met?

**Met**

**Date: 22 July 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 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: 22 July 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):

<b>Key documentation</b>	<b>Yes/No</b>
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	Yes
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: Pan-London Practice Learning Environment Audit 2020 Prescribing Modules Development Document April 2020	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>During the visit the visitor(s) met the following groups</b>	<b>Yes/No</b>
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: V300 Level 7 2019/20 V100 Level 6 2019/20 V100 Level 7 2019/20	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	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 university is an established AEI. Viewing these facilities not required. This was a virtual event.	
Additional comments:	

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**Issue record**

**Final Report**

Author	Mark Lovatt	Date	3 August 2020
Checked by	Pamela Page	Date	
Submitted by		Date	

Approved by		Date	
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