

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>University of Huddersfield</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Barnsley Hospital NHS Bradford District Care Trust Bradford Teaching Hospital NHS Trust Calderdale and Huddersfield NHS Trust Calderstones Partnership NHS Foundation Trust Central Manchester University Hospitals NHS Foundation Trust Chesterfield Royal Hospital NHS Foundation Trust East Lancashire Hospitals NHS Trust The Leeds Teaching Hospitals NHS Trust Leeds and York Partnership Foundation NHS (LPFT) Trust Leeds Community Health Care NHS Trust Mid Yorkshire Hospitals NHS Trust Pennine Acute Hospitals NHS Trust Rotherham NHS Foundation Trust Salford Royal NHS Foundation Trust Sheffield Childrens NHS Trust Sheffield Teaching Hospitals Foundation Trust South West Yorkshire Partnership NHS Foundation Trust Bradford Continuing Healthcare team South Yorkshire Housing Association Allied Health Care Asquith Hall Nursing Home BMI Hospitals Bond Care Ltd Caritas Group Practice Croft Care Group Cygnet Health Care Cygnet Oaks Hospital Forget Me Not Childrens Hospice Future Directions CIC Future Directions CI Holly Bank Trust Kirklees Metropolitan Council Kirkwood Hospice Leonard Cheshire Disability North Road Suite Overgate Hospice</p>

	<p>Prince of Wales Hospice Roche Healthcare Ltd Spectrum Spire Healthcare St. Anne's Community Services The Mayfield Trust The Priory Group The Richmond Fellowship Thomas Owen House Thorpe House Specialist Care Wakefield Hospice Wakefield Primary Care First - College Lane Surgery Woodleigh Care Locala Community Partnership CICI Bradford Continuing Healthcare team</p>
<p>Programmes reviewed:</p> <p>Programmes: Independent / Supplementary Nursing Prescribing (V300) Title of programme: Independent & Supplementary Prescribing Programme start date: 13 January 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 7</p>	
<p>Date of approval visit:</p>	<p>29 August 2019</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Dianne Bowskill</p>

Section two

Summary of review and findings

The University of Huddersfield, an approved education institution (AEI), school of human and health sciences (the school) is experienced in delivering nurse prescribing programmes. The school presented documentary evidence to support the approval of the independent and supplementary prescribing preparation programme (V300).

The proposed V300 programme is mapped to the Standards for prescribing programmes (NMC, 2018) and the Standards of proficiency for nurse and midwife prescribers (adoption of the Royal Pharmaceutical Council (RPS) Competency Framework for all prescribers) (NMC 2018). The programme is offered part time at academic level seven as a 30-credit standalone module or integral to the Masters in advanced clinical practice programme.

The V300 programme has approval with the Health and Care Professions Council which means there will be opportunities for shared inter professional learning with allied health professionals.

Documentary evidence and discussion at the approval visit confirms effective partnership working with practice learning partners (PLPs).

The involvement of service users should be strengthened. Therefore, the specific requirements for service user engagement within the Standards framework for nursing and midwifery education (NMC, 2018) are not met and one condition applies.

The Standards for student supervision and assessment (NMC, 2018) are not met at programme level.

The programme is recommended to the NMC for approval with three conditions. There are two recommendations. There is one university condition and two recommendations.

Updated 26 September 2019

Evidence has been provided to confirm the three NMC conditions are met. The university condition is also met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Develop a strategy to assure the delivery, evaluation and assessment of practice is co-produced with service users. (Standards framework for nursing and midwifery education (SFNME) R1.12; Standards for prescribing programmes (SPP) R2.1)</p> <p>Selection, admission and progression:</p> <p>Condition two: Amend the wording on the self funding application form to enable self-employed applicants to provide an alternative to an employer in order to enter the programme. (SPP R1.2)</p> <p>Practice learning:</p> <p>Condition three: Provide a schedule of relevant points in the programme structure which identifies when communication between practice supervisor and practice assessor, and practice assessor and academic assessor will take place during the period of practice learning. (Standards for student supervision and assessment (SSSA) R7.9 and R9.6; SPP R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: Update the documentation in line with the discussions held and the minutes noted. (University condition)</p>
Date condition(s) to be met:	23 September 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider timetabling of 'Directed Learning Guides' to assist students to plan study time and encourage employer time release. (SPP R2.3)</p> <p>Recommendation two: Consider preparing a plan for</p>

	<p>transfer of students in the September 2019 cohort who may interrupt their studies from the current V300 programme.</p> <p>Recommendation three: Develop pre-course preparation materials for students for example, student voice, podcast, online material. (University recommendation)</p> <p>Recommendation four: Consider how the university will communicate effectively with practice assessors. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Implementation of the SSSA from an AEI, PLP and student perspective. Service users co production of the prescribing programme.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Documentary evidence is presented to confirm the conditions are met. A service user involvement strategy details how service users will work in partnership with the programme team and contribute to the delivery, evaluation, assessment and co-production of the programme. Condition one is now met.

The self funding application form has been amended to enable self employed applicants to provide an alternative to an employer. Condition two is now met. Amendments to the practice portfolio provides assurance that the student, practice supervisor and practice assessor will meet regularly throughout the period of practice learning. The documentation confirms the requirement for practice supervisor and practice assessor to have contact on a minimum of four occasions through the period of practice learning, and with the academic assessor on at least one occasion. Condition three is now met.

Evidence is provided that amendments to programme documentation are completed to the satisfaction of the university approval team and the university condition is met.

AEI Observations	Observations have been made by the education institution Yes
Summary of observations made, if applicable	The university has confirmed the accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	26 September 2019

Section three

NMC Programme standards

Please refer to NMC standards reference points

Standards for prescribing programmes (NMC, 2018)

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

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

Standards for student supervision and assessment (NMC, 2018)

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

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

QA Handbook (October 2018)

Partnerships

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

effective learning

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria

Documentary evidence confirms effective partnership working with PLPs has informed the development of the proposed programme. PLPs at the approval visit spoke of a collegiate relationship with the programme team. They confirmed their comments and preferences have been considered in the decision making process during the development of the proposed programme. This includes agreement to adopt a model of practice supervision and assessment by non medical prescribers to meet the SSSA requirements.

Registered nurses and midwives on the proposed programme will participate in inter-professional learning in the classroom with allied health professionals and in the practice learning element of the programme. Students at the approval visit confirmed they value this experience. They told us how this had enhanced their learning. Students informed us that they are listened to by the programme team who are responsive to their feedback. They confirmed their evaluations have informed the development of the proposed programme.

The AEI has a public partnership group who work in collaboration with the school using their stories and experiences in the classroom to help students understand

the needs of individuals receiving care. Service users we met at the approval visit spoke in positive terms about their involvement in the delivery of programme content. This is supported by the programme timetable which shows service user involvement in the delivery of content on the proposed programme. Service user feedback on the performance of students is required for the assessment of practice learning.

Service users and the programme team are not able to detail service user involvement in the co production of the programme. The contribution of service users in the development and evaluation of the programme is not clear. (Condition one) (SFNME R1.12; SPP R2.1)

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

Not Met

The AEI have a public partnership group who work in collaboration with the the school using their stories and experiences in the classroom to help students understand the needs of individuals receiving care. The service users at the approval visit spoke in positive terms about the user carer involvement in the delivery of content on the programme.

Service users and the programme team are not able to detail service user involvement in the co production of the programme. The contribution of service users in the development and evaluation of the programme is not clear. (Condition one) (SFNME R1.12 and SPP R2.1)

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

Met

If not met, state reason

Service users and the programme team are not able to detail service user involvement in the co production of the programme. The contribution of service

users in the development and evaluation of the programme is not clear. (Condition one)

Condition one: Develop a strategy to assure the delivery, evaluation and assessment of practice is co-produced with service users. (SFNME R1.12; SPP R2.1)

Post Event Review

Identify how the condition is met:

Condition one: A service user involvement strategy details how service users will work in partnership with the programme team and contribute to the delivery, evaluation, assessment and co-production of the programme. An outline of service user involvement in future prescribing programmes is also provided. Condition one is now met.

Evidence:

- Programme team response to conditions, 25 September 2019
- HMH2022 Independent and supplementary prescribing: Strategy for service users and carers involvement, 25 September 2019

Date condition(s) met: 26 September 2019

Revised outcome after condition(s) met:

Met

Condition one is now met. The SFNME R1.12 and SPP R2.1 are met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

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

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

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

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

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

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

No

R1.2 is not met. Documentary evidence confirms a process for self employed registrants to apply to the programme. This requires completion of the 'self funding' application form. The form requires the applicant to detail their employer. However, the wording on the application form should be amended to enable self-employed applicants to provide an alternative to an employer in order to apply to enter the programme. (Condition two)

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. The application process requires a manager's signature to confirm employer support for employed registrants to undertake the programme. PLPs at the approval visit provided assurance of their understanding and commitment to protected time release for students on the programme. Students also confirmed they have been released from practice learning areas to study. PLPs confirmed their commitment to release practice supervisors and practice assessors to support students learning on the programme. All applicants complete a self assessed workplace audit to provide assurance of the suitability of the practice learning area to support effective practice learning. Documentary evidence demonstrates that governance structures are in place to enable students to undertake and be adequately supported throughout their study on the V300 programme. Governance arrangements must be provided as part of the application process providing assurance that the applicant will work within a robust clinical governance framework.

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

Documentary analysis and discussion with the programme team at the approval

visit confirm a student cohort will commence the current approved V300 programme in September 2019. There is no proposed transfer of these students to the new programme or to the SSSA as the current programme will be completed before the start of the proposed programme. If any student interrupts their studies from the current programme an individual decision will be made by the programme lead and student about whether to transfer study to the proposed programme and/or SSSA based on the stage of the programme the interruption occurs. There was a lack of detail provided about what this might look like in the student journey. The programme team are advised to consider preparing a plan for transfer of students in the September 2019 cohort who may interrupt their studies from the current V300 programme. (Recommendation two)

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?

Not Met

R1.2 is not met. The self-funding form requires the applicant to detail their employer. However, the wording on the application form should be amended to enable self-employed applicants to provide an alternative to an employer in order to apply to enter the programme. (Condition two)

Condition two: Amend the wording on the self funding application form to enable self-employed applicants to provide an alternative to an employer in order to enter the programme. (SPP R1.2)

Date: 29 August 2019

Post Event Review

Identify how the condition is met:

Condition two: The application form has been amended to enable self-employed applicants to provide an alternative to an employer. Condition two is now met.

Evidence:

- Programme team response to conditions, 25 September 2019
- V300 revised application pack for self funded applicants, 25 September 2019

Date condition(s) met: 26 September 2019

Revised outcome after condition(s) met:

Met

Condition two is met. The SPP R1.2 is met.

Standard 2 Curriculum

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

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

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

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

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

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

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

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

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

R2.6 ensure that programmes delivered in Wales comply with any legislation

which supports the use of the Welsh language

Evidence provides assurance that the following QA approval criteria are met

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

No

R2.1 is not met. Service users and the programme team are not able to detail service user involvement in the co production of the programme. The contribution of service users in the development and evaluation of the programme is not clear. (Condition one) (SFNME R1.12; SPP R2.1)

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 module specification describes the learning and teaching strategies for the programme. They include lectures and seminar group work, directed study guides, work based learning and professional debates and discussions through inter-professional learning with allied health professionals and students from diverse clinical fields of practice. There is online learning specifically for numeracy through access to SN@P which is online training in profession tailored numeracy. Students we met at the approval visit told us they like the variety of approaches to learning and teaching.

The requirement for students to achieve all RPS competency statements prior to completion of the course is clearly documented and will be assured by the practice assessor in the final assessment of practice.

The programme team are advised to consider timetabling of 'Directed Learning Guides' to assist students to plan study time and encourage employer time

release. (Recommendation one) (SPP R2.3)

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

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

-stating the prescribing specific content necessary to meet the programme outcomes

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

Yes

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

Yes

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

N/A

The programme is provided 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?

Not Met

Service users and the programme team are not able to detail service user involvement in the co production of the programme. The contribution of service users in the development and evaluation of the programme is also not clear. (Condition one)

Condition one: Develop a strategy to assure the delivery, evaluation and assessment of practice is co-produced with service users. (SFNME R1.12; SPP R2.1)

Date: 29 August 2019

Post Event Review

Identify how the condition is met:

Condition one: A service user involvement strategy details how service users will work in partnership with the programme team and contribute to the delivery, evaluation, assessment and co-production of the programme. An outline of service user involvement in future prescribing programmes is also provided. Condition one is now met.

Evidence:

- Programme team response to conditions, 25 September 2019
- HMH2022 Independent and supplementary prescribing: Strategy for service users and carers involvement, 25 September 2019

Date condition(s) met: 26 September 2019

Revised outcome after condition(s) met:

Met

Condition one is now met. The SFNME R1.12 and SPP R2.1 are met.

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. Documentary evidence confirms that governance structures are in place to enable students to undertake and be adequately supported throughout their study on the V300 programme. Governance arrangements must be provided as part of the application process providing assurance that the applicant will work within a robust clinical governance framework.

Governance of practice learning is assured by all applicants completing a self assessed workplace audit which is checked and ratified by the programme lead. Documentary evidence confirms the professional registration of the applicant, practice supervisor and practice assessor are checked by the admission team and programme lead. Discussion with the programme team provides assurance that evidence provided in support of the application is subject to individual scrutiny and confirmation by the programme lead.

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. The module specification describes the use of technology based learning which includes access to SN@P which is an online numeracy package which students have access to. Students spoke highly of the package reporting the opportunity to practice calculations prior to summative assessment was useful. Simulation facilities include a range of fidelity equipment. Students have opportunities to rehearse diagnostic, consultation and history taking skills during the taught programme and are able to book simulation areas. Online resources such as Medicines Complete, BNF online, Martindale: the complete drug reference and Stockley's drug interactions are available for students to access. The university library provides ongoing support for all students with literature searching. All students have access to the university virtual learning environment (VLE); Brightspace to access lectures and course materials. Documentary evidence confirms there is a well-resourced VLE and IT support team to support students to develop their digital literacy skills. Lecture Capture for learning is available which enables students to view previously attended lectures to revisit any areas for further learning and understanding.

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: 29 August 2019

Post Event Review

Identify how the condition is met:

N/A

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 prescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

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

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

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

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

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

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

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

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

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

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. Documentary evidence confirms arrangements for supervision and assessment of practice learning. This includes information provided for the student about how they will be supported. PLPs we met at the approval visit confirmed engagement with this process and the allocation and time release for practice supervision and assessment of prescribing students. Students at the event assured the panel they have been enabled to have protected learning time to study.

Documentary evidence confirms students will be provided with feedback on their development to achieving the RPS competencies and module learning outcomes. Students receive feedback on their progress through formative assessment of numeracy, pharmacology, case report including prescriptions and clinical management plans. Students confirmed receiving feedback on practice learning and progress to achieving the RPS competencies in a mid way report completed by the practice assessor. Students completing the current programme confirmed feedback is timely and helpful.

Programme documentation clearly directs students, practice supervisors and assessors to the procedure to report and escalate any concerns. This was understood by students and the doctor present although they reported the process has not been needed.

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

Not Met

R4.2 is not met. PLPs at the approval visit described partnership working with the AEI to organise and deliver a schedule of sessions to prepare practice supervisors and practice assessors for their role. Where the student is self employed or is not employed in the NHS the programme team are committed to preparing practice supervisors and assessors. The programme team and PLPs confirmed that this process has begun. The AEI assured the panel that there is a schedule to prepare academic assessors in place.

Documentary evidence states the expectation that there will be communication between practice supervisor and practice assessor and between practice assessor and academic assessor during the programme. However, the documentation does

not clearly state that communication between supervisor and assessors must happen. In addition, discussion at the approval visit did not confirm the requirement for communication between these individuals takes place. This communication must be explicit in documentation. (Condition three) (SSSA R7.9 and R9.6)

Evidence of programme leader being a registered healthcare professional with appropriate knowledge, skills and experience (R4.3)

Yes

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

Yes

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

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

Met

R4.5 is met. A registered healthcare professional is nominated by the applicant for the role of practice assessor. The nominated person must complete and sign a declaration form to confirm compliance with the requirements to take the role of practice assessor as outlined in student facing programme documentation and the SSSA. Programme documentation determines a non medical prescriber acting as a practice assessor must have three years experience as a prescriber. This requirement exceeds the SPP prescribing standard and this is supported by PLPs present at the approval visit.

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

No

Documentary evidence states the expectation that there will be communication between practice supervisor and practice assessor and between practice assessor and academic assessor during the programme. However, the documentation does not clearly state that communication between supervisor and assessors must happen. In addition, discussion at the approval visit did not confirm the

requirement for communication between these individuals takes place. This communication must be explicit in documentation. (Condition three) (SSSA R7.9 and R9.6)

Outcome

Is the standard met?

Not Met

R4.2 is not met. The documentation does not clearly state that communication between supervisor and assessors must happen. In addition, discussion at the approval visit did not confirm the requirement for communication between these individuals must take place. This communication must be explicit in documentation. (Condition three)

Condition three: Provide a schedule of relevant points in the programme structure which identifies when communication between practice supervisor and practice assessor, and practice assessor and academic assessor will take place during the period of practice learning. (SSSA R7.9 and R9.6; SPP R4.2)

Date: 29 August 2019

Post Event Review

Identify how the condition is met:

Condition three: Amendments to the practice portfolio provides assurance that the student, practice supervisor and practice assessor will meet regularly throughout the period of practice learning. The documentation confirms the requirement for practice supervisor and practice assessor to have contact on a minimum of four occasions through the period of practice learning, and with the academic assessor on at least one occasion. Condition three is now met.

Evidence:

- Programme team response to conditions, 25 September 2019
- V300 revised practice portfolio, 25 September 2019

Date condition(s) met: 26 September 2019

Revised outcome after condition(s) met:

Met

Condition three is now met.

The SSSA R7.9 and R9.6 and the SPP R4.2 are now met.

Standard 5 Qualification to be awarded

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 29 August 2019

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met: N/A

Revised outcome after condition(s) met: N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	No
Practice assessment documentation	Yes
Practice placement handbook	Yes
PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions	Yes
List additional documentation: Post event evidence to support conditions are met: <ul style="list-style-type: none"> • Programme team response to conditions, 25 September 2019 • HMM2022 Independent and supplementary prescribing: Strategy for service users and carers involvement, 25 September 2019 • V300 revised application pack for self-funded applicants, 25 September 2019 • V300 revised practice portfolio, 25 September 2019 	
If you stated no above, please provide the reason and mitigation The proposed programme is offered as a stand alone module and the university student handbook is provided for full Masters programmes.	
Additional comments:	

During the visit the visitor(s) met the following groups	Yes/No
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Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Two students from the 2018 programme who are awaiting ratification of results through the exam board. One student from 2017 cohort.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
This is an established AEI with a current V300 it was therefore not necessary to visit areas/facilities.	
Additional comments:	

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Issue record			
Final Report			
Author	Dianne Bowskill	Date	23 September 2019
Checked by	Judith Porch	Date	22 October 2019
Submitted by	Lucy Percival	Date	28 October 2019
Approved by	Leeann Greer	Date	28 October 2019