

Programme approval visit report

Section one

Programme provider name:	Queens University Belfast
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Belfast Health and Social Care Trust Northern Health and Social Care Trust South Eastern Health and Social Care Trust Dundrum and Clough Surgery Kingsbridge Private Hospital Northern Ireland Hospice Care Southern Health and Social Care Trust Ulster Independent Clinic Western Health and Social Care Trust
Programme(s) reviewed:	
<p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Nurse and midwife prescribing (V300)</p> <p>Programme start date: 21 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>	
Date of approval	26 November 2019
QA visitor(s):	Registrant Visitor: Bernadette Martin

Section two

Summary of review and findings

Queens University Belfast (QUB) is an established approved education institution (AEI). The school of nursing and midwifery (the school) present the independent/supplementary prescribing (V300) preparation programme for NMC approval. The programme title has been changed in response to feedback from stakeholders including service users and carers. Nurse and midwife prescribing (V300) is agreed as a title which reflects the importance and significance of the prescribing role undertaken by nurses and midwives.

The programme is mapped against the NMC Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016)) competency framework for all prescribers (NMC, 2018). The V300 award is delivered at academic levels six and seven. It's delivered across one academic year; there's 26 theory days with a practice requirement of 90 hours undertaken in the practice learning environment. It's offered as a standalone programme comprising of three modules; students exit the award with 60 academic credits at level six or seven. There is a process that enables progression to a degree or master's degree programme on completion of the V300 award.

The partnership between QUB and practice learning partners (PLPs) is robust, with evidence of a commitment to effective engagement at an operational and strategic level. There's evidence of effective communication networks between the programme team delivering the programme and PLPs to ensure consistency and comparability of students experience across a range of practice learning environments. There's evidence of thorough programme co-production with PLPs, students and service users and carers.

The Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended for approval. There's one NMC recommendation and one university recommendation.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval</p>
<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: None identified</p> <p>Selection, admission and progression: None identified</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The school and programme team should consider further involvement of the service users and carers in the programme and associated training. (SFNME R2.7)</p> <p>Recommendation two: The programme team should review the programme documentation including programme specifications and module proformas for general editing and tidy up. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
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>Standards for prescribing programmes (NMC, 2018)</u></p> <p><u>Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018)</u></p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p><u>Standards for student supervision and assessment (NMC, 2018)</u></p> <p><u>The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)</u></p> <p><u>QA framework for nursing, midwifery and nursing associate education (NMC, 2018)</u></p> <p><u>QA Handbook (October 2018)</u></p>

Partnerships

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 robust and effective partnership working between QUB and key stakeholders. The programme team and representative stakeholders at the approval visit tell us the design and proposed delivery of the programme meets the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS competency framework for all prescribers).

There's extensive documentary evidence of consultation with students, service user and carers and PLPs. Co-production of the programme is evident and is confirmed at the approval visit. PLPs tell us there's been partnership engagement at strategic and local levels with QUB. This partnership aims to ensure the programme meets the increasing aging population service needs of people in Northern Ireland (NI). They confirm their active involvement in the programme consultation. They tell us they're fully aware of the SFNME, the SSSA, the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency framework for all prescribers). PLPs tell us about the effective partnership with the programme team; and they commend the programme team which further confirms a sound partnership.

The development of the programme has been informed by the Department of Health NI health and social care policy which aims to develop a skilled workforce with the advanced specialist clinical knowledge and decision-making skills to address the needs of the population. We met the deputy chief nursing officer who confirms the programme development has been informed by this policy; and they commend QUB and the programme team for their commitment to a regional partnership approach for the development of all NMC programmes. QUB support the future nurse and future midwife programme board and NI practice education council strategic groups commissioned by the chief nursing officer to ensure all the NMC Standards are fully implemented nationally.

The senior school team also describe how QUB work in partnership at a strategic level across NI to ensure a robust approach to the implementation of the SFNME, SSSA and SPP nationally.

Documentary evidence and the approval visit confirms the student voice is captured through programme evaluation. The NI nurse and midwife prescribing

practice assessment document (NMP PAD) facilitates ongoing evaluation. Students tell us they feel well supported to share their views and that programme teams act upon any issues competently and fully. Formal evaluations are undertaken, the outcome of any actions is reported through the university quality assurance process where actions required are implemented and reviewed. Students tell us they are well supported by the programme team.

There's documentary evidence of the involvement of service users and carers in the development and delivery of the programme. The service user and carer representatives tell us about their active contribution to programme development. They tell us about their involvement in the classroom setting and they value the relationship they have with the programme team. One service user and carer representative tells us of the importance of influencing students who will be prescribing medicines to listen to people and appreciate their views associated with taking medicines. They confirm they would welcome further involvement in the programme and are committed to supporting the programme. The service users and carer representatives are part of the wider school service users and carer group; they receive preparation and feedback from the programme team. They tell us that they don't think they have undertaken formalised training. The chair of the school service users and carers group explained the role of the group; training is provided to support service user and carer roles across the school. The students tell us about how invaluable to their learning it is to hear the service user and carer perspective.

Service user and carer involvement is evident in the practice learning environment; they provide feedback in the NMP PAD. The school and the programme team should consider how service users and carers can be further involved in the programme and how they can be supported through training for the role. (Recommendation one) (SFNME R2.7)

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

Met

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

Met

If not met, state reason
Post Event Review
Identify how the condition is met:
Date condition(s) met: N/A
Revised outcome after condition(s) met:

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

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

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

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

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

Met

R1.3 is met. There's a robust and collaborative approach to the application process. An application form is used to provide information about the suitability of registrants to undertake the programme. Applicants must have employer support; clinical managers sign to confirm clinical competence and that practice learning will be protected. There must be confirmation that a practice assessor is identified and that they meet the requirements of SSSA. Organisational non-medical prescribing (NMP) leads sign to confirm governance arrangements are in place. Each practice learning environment has an identified nominated person who is responsible for ensuring practice learning is protected. This includes ensuring practice supervisors and assessors are supported to provide protected learning time. NMP leads and service managers tell us about the process of selection before an application to the programme is agreed. There must be evidence of a clinical need for prescribing; a learning needs analysis identifies if this is a requirement for registrant's professional development. PLPs confirm that it's the clinical managers responsibility to ensure that the applicant meets the NMC and university entry requirements.

All applications are reviewed by the programme team.

Self-employed and non-NHS employed registrant applications must meet all entry requirements. They must be working and learning in a practice learning environment which is registered with systems regulators and have a satisfactory educational audit. They must provide two professional reference contacts who complete a reference form which must be returned directly to the school for review by the programme leader. A PLP representative from an independent practice learning environment confirms this process. Documentary evidence confirms non-NHS employed, or self-employed applications are scrutinised by the programme lead who confirms if they don't meet the entry requirements, they won't be offered a place on the programme. The senior school team confirm support for this approach.

The educational audit process confirms learning environments meet the SSSA and SFNME. Practice education teams are responsible for monitoring the practice

learning environments. Practice placement areas without a satisfactory audit aren't used.

Students tell us employers and practice assessors support their application evidenced by completion of the application form. This ensures support for protected practice learning, confirmation of clinical suitability to enter the programme and a valid Access NI check is in place.

Students tell us protected learning can be challenging; they confirm that there are sound support mechanisms in place both in the university and in the practice learning environment if this becomes an issue. PLPs confirm the effective communication channels with QUB ensure early identification of issues in practice. They tell us how students are supported to successfully complete the programme through for example additional practice learning time.

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

There's documentary evidence of a process for managing any students transfers to the proposed programme. Students tell us that as part of the programme development this was discussed; they confirm they are aware of the process should they require an interruption to their studies, and this is detailed in student facing documentation. The programme team confirm that currently no students will transfer to the proposed programmes; no students are interrupted from studies or returning to the programme. There're no current students transferring to the SSSA before the new programme commences on 21 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: 26 November 2019

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 NMP PAD supports the development of prescribing practice and requires evidence of reflection on learning and progression towards achievement of the RPS competency framework for all prescribers.

The programme is delivered across three modules. Prescribing in practice examines the principles of evidence-based prescribing practice and incorporates the practice element of the programme. Pharmaco-therapeutics in prescribing focuses on pharmacology and its application to safe and effective prescribing. The module health assessment facilitates the development of physical examination and decision-making assessment skills. Learning and teaching strategies across the modules include practice learning, lectures, seminars, simulated practice, self-directed learning and tutorials.

The virtual learning environment (VLE) supports a blended learning approach with access to online resources. Students tell us that the learning management system canvas is an excellent online resource that compliments and supports learning. It can be accessed conveniently as a mobile telephone app supporting timely access to programme information. It facilitates improved peer support as students can

communicate with each other remotely. A demonstration of canvas at the approval visit confirms how it is utilised within the programme.

Students also tell us about the effective support they receive from the programme team; they appreciate the level of personal and academic support. Students also value the responsiveness of the programme team; they tell us they're valued as adult learners. They tell us the learning and teaching strategy prepares them effectively for prescribing practice and that there's excellent communication between PLPs and the programme team ensuring a supportive learning experience in the university and the practice learning environment.

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 delivered in NI.

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: 26 November 2019

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. Documentary evidence and discussions at the approval visit confirm suitable and effective arrangements and governance for practice learning are in place for all applicants. This is assured by comprehensive and effective partnership working between the programme team and PLPs. NMP leads and managers from stakeholder organisations are involved in the selection process for their organisation. They confirm a process that is robust and it's clear they are fully engaged in ensuring only the most appropriate applicants are supported to undertake the programme.

For applicants who are self-employed or non-NHS employed registrants there's further enhanced scrutiny in respect of governance arrangements at practice level. They complete the application form and are required to include evidence to meet additional criteria. For example, there must be a suitable systems regulator report

in place and an educational audit undertaken by the programme team in their practice learning environment. The practice supervisor and practice assessor must undertake preparation for the supervision and assessment of the student who they must confirm will have protected learning time. This will be actively monitored by the academic assessor.

The NMP PAD is scrutinised by the programme team in semester two of the programme to provide assurance that students have access to protected learning time.

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. All learning and teaching resources are available online via canvas for students to access and download to support learning and assessment preparation. Students tell us online learning resources are signposted and accessible. They describe the resources as excellent and supportive; they can access resources at any time which promote flexible learning. They can book online tutorials and describe how canvas helps them to prepare for future theory lessons and facilitates access to direct peer support.

Students simulate physical examination skills and the NMP PAD requires them to undertake prescribing specific assessment skills which are assessed by the practice assessor. They develop prescription writing skills and produce clinical management plans which supports learning associated with supplementary prescribing.

Service user and carers contribute to the development of prescribing specific scenarios enabling exposure to real examples for classroom discussion. Service user and carer feedback is also an essential element of evidence within the NMP PAD. The programme leader tells us about how service user and carer feedback is collected in practice. The service user and carer representatives confirm there's a focus on their feedback in the programme.

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: 26 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Met

R4.1 is met. Educational audits are completed to ensure appropriate systems and processes are in place to support student learning. On application to the programme a practice placement audit must be in place; if it's not for non-NHS employed or self-employed applicants a member of the programme team will undertake this. Practice learning is evaluated; students confirm providing informal feedback on practice learning. There's evidence of sound communication between the practice assessor and academic assessors to identify and address any issues related to practice learning. Students are advised about, and have access to, the procedure for raising a concern in the university and in the practice learning environment. PLPs have processes in place to support students in raising a concern which is confirmed as part of the educational audit. They describe the effective communication with the programme team.

Students confirm they are supported both in the practice learning environment and in the university. They can discuss any practice learning concerns with their practice assessor, or programme leader. The practice learning environment nominated person can further support students; they act as an additional link between the practice learning environment and the university.

Students commend the programme team for the extensive level of support they provide.

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

R4.2 is met. The senior school team and PLPs confirm the strategic and standardised approach adopted by the Department of Health to the operationalisation of the SSSA across all NMC programmes nationally. The NI future nurse and future midwife programme will be operationalised to specifically prepare registrants for the practice assessor and practice supervisor roles.

Documentary evidence within the application and educational audit processes and discussion at the approval visit confirms sound processes are in place to identify how all prescribing practice supervisors and practice assessors and academic assessors including those who are not NMC registrants will be prepared for their roles. The practice supervisor and assessor must be identified and confirm their agreement to support the student at the point of application to the programme. They must undertake preparation before they can support a student.

The senior school team tell us how the development and allocation of the academic assessor role will be supported. They confirm preparation for the role is being undertaken across the school; additional existing academic staff who have appropriate professional and clinical expertise will support the academic assessor role. This expertise will include the requirement that they hold an NMC prescribing qualification.

PLPs confirm a commitment to support practice assessor and supervisor preparation. Specific regional prescribing preparation includes attendance at a workshop or access to an e-learning package. The programme team tell us they identified a group of potential practice assessors and supervisors and have successfully piloted the preparation programme.

Some PLPs confirm that they will be undertaking the practice supervisor and practice assessor roles for future students on the proposed programme; they acknowledge the importance of preparation.

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

Yes

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

Yes

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

the QA approval criteria below is met or not met

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

Met

R4.5 is met. Documentary evidence confirms there are guidelines and processes in place to assign each student to a practice assessor who is a registered healthcare professional and an experienced prescriber who prescribing in the same field of practice as the student. The PLPs and programme team tell us this is confirmed at application; PLPs describe robust workforce planning arrangements. There's a clear plan for the management in exceptional circumstances if the same person fulfils the role of practice supervisor and practice assessor. The programme team tell us this is identified at the point of application and closely monitored by the academic assessor.

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: 26 November 2019

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: 26 November 2019

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	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: Presentation by the programme team, 26 November 2019 NMC, AEI and PLPs annual self-assessment report, 2018-2019	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

During the visit the visitor(s) met the following groups	Yes/No
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: Four x 2019/20 cohort Three x 2018/19 cohort One x 2010/11 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	Yes
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings: We viewed an example of the learning management system canvas.	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

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Issue record

Final Report

Author	Bernadette Martin	Date	6 December 2019
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Submitted by	Leeann Greer	Date	22 January 2020
Approved by	Andrea Bacon	Date	23 January 2020