

Programme approval visit report

Section one

<p>Programme provider name:</p>	<p>University of Wolverhampton</p>
<p>In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>West Midlands Ambulance Service NHS Trust Dudley and Walsall Mental Health Partnership NHS Trust University Hospitals Birmingham NHS Foundation Trust George Eliot Hospital NHS Trust South Warwickshire NHS Foundation Trust University Hospitals Coventry and Warwickshire NHS Trust Chesterfield Royal Hospital NHS Foundation Trust Derbyshire Healthcare NHS Foundation Trust University Hospitals of Derby and Burton NHS Foundation Trust Worcestershire Acute Hospitals NHS Trust Worcestershire Health and Care NHS Trust Wye Valley NHS Trust University Hospitals of Leicester NHS Trust United Lincolnshire Hospitals NHS Trust Kettering General Hospital NHS Foundation Trust Northampton General Hospital NHS Trust Northamptonshire Healthcare NHS Foundation Trust Nottingham University Hospitals NHS Trust Nottinghamshire Healthcare NHS Foundation Trust Sherwood Forest Hospitals NHS Foundation Trust The Robert Jones and Agnes Hunt Orthopaedic Hospital NHS Foundation Trust Shrewsbury and Telford Hospital NHS Trust University Hospitals of North Midlands NHS Trust 2gether NHS Foundation Trust Lincolnshire Partnership NHS Foundation Trust Derbyshire Community Health Services NHS Foundation Trust Birmingham and Solihull Mental Health NHS Foundation Trust East Midlands Ambulance Service NHS Trust NHS Birmingham and Solihull CCG</p>

	<p>NHS Dudley CCG NHS Sandwell and West Birmingham CCG NHS Walsall CCG NHS Wolverhampton CCG NHS Coventry and Rugby CCG NHS South Warwickshire CCG NHS Warwickshire North CCG NHS Southern Derbyshire CCG NHS Herefordshire CCG NHS Redditch and Bromsgrove CCG NHS South Worcestershire CCG NHS Wyre Forest CCG NHS East Leicestershire and Rutland CCG NHS Leicester City CCG NHS West Leicestershire CCG NHS Lincolnshire East CCG NHS Lincolnshire West CCG NHS South West Lincolnshire CCG NHS South Lincolnshire CCG NHS Corby CCG NHS Nene CCG NHS Mansfield and Ashfield CCG NHS Newark and Sherwood CCG NHS Nottingham City CCG NHS Nottingham West CCG NHS Rushcliffe CCG NHS Shropshire CCG NHS Telford and Wrekin CCG NHS Cannock Chase CCG NHS East Staffordshire CCG NHS North Staffordshire CCG NHS South East Staffordshire and Seisdon Peninsula CCG NHS Stafford and Surrounds CCG NHS Stoke-on-Trent CCG Royal Orthopaedic Hospital Black Country Partnership NHS Foundation Trust Birmingham Community Healthcare NHS Foundation Trust Birmingham Women's and Children's NHS Foundation Trust Dudley Group NHS Foundation Trust Coventry and Warwickshire Partnership NHS Trust Leicestershire Partnership NHS Trust South Staffordshire and Shropshire Healthcare NHS Foundation Trust</p>
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	<p>Sandwell And West Birmingham Hospitals NHS Trust Lincolnshire Community Health Services NHS Trust Shropshire Community Health NHS Trust North Staffordshire Combined Healthcare NHS Trust Royal Wolverhampton NHS Trust Walsall Healthcare NHS Trust</p>
<p>Programme(s) reviewed:</p> <p>Programme: Independent and Supplementary Nurse Prescribing Title of programme: Independent/supplementary non-medical prescribing (V300) Programme start date: 28 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p> <p>Programme: Community practitioner nurse prescribing V150 Title of programme: Prescribing for practice (V150) Programme start date: 28 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7</p>	
<p>Date of approval</p>	<p>11 November 2019</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Kevin Gormley</p>

Section two

Summary of review and findings
<p>University of Wolverhampton (UoW), is seeking to deliver the independent and supplementary nurse and midwifery preparation programme (V300) and the community practitioner nurse prescriber (V150) against the Standards for prescribing programmes (NMC, 2018) with adoption of the Royal Pharmaceutical Society (RPS) Competence framework for all Prescribers. The V300 programme will be delivered at academic level six and seven over a period of six months, part time, comprising 40 academic credits. The V150 programme will be delivered at academic level six and seven over a period of six months, part time, comprising 20 academic credits.</p> <p>There is evidence of partnership between UoW and practice learning partners (PLPs) at operational and strategic levels. There is good evidence of communication processes between the school and PLPs which ensure that supportive governance arrangements are in place to support the delivery of the programme. There is evidence of service users and carer (SUC) engagement. The Standards for prescribing programmes (SPP) (NMC, 2018) and the RPS competency framework for all prescribers are clearly detailed in the documentation and mapped to the programme.</p> <p>The Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and assessment (SSSA) are not met at programme level.</p> <p>The programme is recommended for approval subject to two NMC conditions. Two university recommendations are made.</p>

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: <i>Please identify the standard and requirement the condition</i>	<p>Effective partnership working: collaboration, culture, communication and resources: None Identified</p> <p>Selection, admission and progression: None Identified</p>

<p><i>relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Practice learning: Condition two: Produce a detailed plan, including timelines, to demonstrate a process of practice assessor, practice supervisor and academic assessor preparation in advance of the V300 and V150 programmes. (SFNME R2.4, R4.1, SSSA R5.1, R5.2, R8.1, R8.2, SPP R4.1, R4.2)</p> <p>Assessment, fitness for practice and award: Condition one: Provide clarification and an action plan for the situation where the practice supervisor is required to also assume the role of practice assessor. (SPP R4.5.1)</p> <p>Education governance: management and quality assurance: None Identified</p>
<p>Date condition(s) to be met:</p>	<p>18 December 2019</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Strengthen the role of SUC in the on-going development on these programmes. (University recommendation)</p> <p>Recommendation two: Develop the courses in alignment with pedagogical innovation in learning and teaching strategies. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>The contribution of SUC to the delivery and continued review of the programme.</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Condition one: UoW have provided clarification and an action plan for the situation where the practice supervisor is required to also assume the role of practice assessor. Condition one is met.</p> <p>Condition two: UoW have produced a plan with timelines that demonstrates a process of practice assessor, practice supervisor and academic assessor preparation. Condition two is met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	18 December 2019

Section three

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

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

The UoW teaching team and stakeholders (PLPs, students and SUCs) mutually confirmed and provided good evidence of partnership working in the development, delivery and proposed evaluation of these two programme(s) at a strategic and operational level. UoW and PLPs told us that high-level strategic and operational meetings regularly take place to prepare for the introduction of these programme. Meetings are structured to support the early identification and appropriate actions to resolve issues as they arise; and also, to encourage shared ownership and partnership in the planned delivery of the programmes. The programme(s) assessments are designed to support students to demonstrate the programme proficiencies, competence and confidence and aligned closely to the Competency framework for all prescribers (RPS, 2016). The assessment strategy includes a range of theory, written examination, simulation activities, objective structured clinical examination (OSCEs) and practice reviews and reflections. The portfolio requires students to be assessed by their practice assessor through a range of observation, workplace-based assessment and professional discussions. Students are required to complete a reflective account, along with a consideration of the implications for their practice in a case study and learning in practice diary. All assessments are mapped to the learning outcomes and the Competency framework for prescribers (RPS, 2016) and ensure appropriate monitoring of student progression. According to the documentation SUCs representatives will contribute to the assessment of students during practice learning and through the provision of direct student feedback while participating as actors for formative and summative OSCEs.

We were told by a creative and innovative SUCs team that they would like to extend their contribution to the programmes and enhance the quality of the teaching: the panel recommended an early adoption of this proposal to enable the continued development of partnership links. Documentary evidence demonstrates a commitment by UoW to proactively monitor equality and diversity issues and to support all students through these policies to achieve their potential through fully

inclusive practices. The UoW teaching team told us that student feedback is reviewed and reported through the university programme monitoring procedures and planned actions and responses are agreed and implemented as appropriate. Four students told us that they believed they had a partnership role in their programme's continued review; and we found that students participated in programme evaluations. The students told us that that the level of communication between UoW and PLPs was excellent and that any matters of concern that periodically arose were resolved in a timely and satisfactorily manner. Students commented positively on the quality and general rigour of teaching resources and the innovative assessment strategy. At the approval visit the UoW team described plans to further enhance the range and quality of their teaching strategies through for example, role play and critical scenario reviews, which the panel supported and endorsed. UoW also told us that the appointed external examiner will meet with all stakeholders and provide an objective contributory report for all aspects of the programme.

Processes are in place at the AEI to ensure all students on the prescribing programmes are assigned to a practice supervisor and practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking. This detail is contained in the admission form and is checked by the programme team.

There is good documentary evidence of partnership working between UoW and PLPs and the documentation outlines the broad process for the preparation of practice supervisors, practice assessors and academic assessors. According to the documentation there will be a joint approach to support practice learning whereby the academic assessor will meet with the practice assessor to discuss and provide feedback on student progress towards achieving competencies within the Competency framework for all prescribers (RPS, 2016). Processes are in place in both the AEI and practice learning areas to ensure students are suitably supported in practice and should be supervised and assessed in line with the NMC Standards. UoW told us that practice assessors will be invited to attend an induction meeting in order to prepare them for effective supervision and contribution to student learning and assessment. The prescribing team will work with PLPs to ensure that there are sufficient practice supervisors and practice assessors in those areas to support students. PLPs also told the panel, the prescribing team regularly offer support in practice learning to ensure that consistency of assessment is maintained. Students confirmed that they are allocated to and supported by a personal tutor who meets with the students to discuss their placement and practice learning and to identify and advise regarding practice learning opportunities.

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

Not Met

At the approval visit there was no evidence of any implementation or advanced planning for a strategy to prepare practice supervisors, practice assessors and academic assessors. UoW need to provide a detailed plan and proposed timeline to demonstrate a process for their preparation in advance of introducing the UoW V300 and V150 programmes. Condition two (SFNME R2.4, R4.1, SSSA R5.1, R5.2, R8.1, R8.2, SPP R.4.1, R4.2)

If not met, state reason

At the approval visit there was no evidence of any implementation or advanced planning for a strategy to prepare practice supervisors, practice assessors and academic assessors. UoW need to provide a detailed plan and proposed timeline to demonstrate a process for their preparation in advance of introducing the UoW V300 and V150 programmes. (Condition two) (SFNME R2.4, R4.1, SSSA R5.1, R5.2, R8.1, R8.2, SPP R.4.1, R4.2)

Post Event Review

Identify how the condition is met:

Condition two: UoW have produced a plan with timelines that demonstrates a process of practice assessor, practice supervisor and academic assessor preparation. Condition two is met.

Evidence:

Flowchart for preparation of V300 and V150 practice supervisors and assessors, December 2019

Midlands, Yorkshire and East of England (MYE) SSSA preparation for practice supervisors and assessors NMC, December 2019

Non-Medical Practitioner (NMP) Practice Assessment Document post approval, December 2019

V300 Practice Assessor and Practice Supervisor Preparation Plan, December 2019

MYE SSSA Preparation Academic Assessor role updated for WLV, April 2019
NMC, December 2019

Date condition(s) met: 18 December 2019

Revised outcome after condition(s) met:

Met

Condition two is now met.

SFNME R2.4 and R4.1 are now met.

SSSA R5.1, R5.2, R8.1, R8.2 and SPP R4.1 and R4.2 are now met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

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

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

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

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

R1.6 confirm that the applicant is capable of safe and effective practice at a level

of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas:

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

Met

R1.3 is met. According to the documentation UoW has the necessary governance structures 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 prescribing programme. According to UoW the prescribing programme team work alongside individual practice partners to ensure appropriate supervision and assessment for prescribing students throughout the programme. Practice partners have their own supervisor and assessor databases and prescribing leads ensure that the appropriate level of support is provided to each student and that their staff attend regular updates for supervision and assessment. The programme team and PLPs provided complimentary evidence on the process for the selection of students to the programmes. The disclosure and barring service (DBS) is in place within the application process which the students and PLPs confirmed. Line managers confirmed that applicants ensure that all NMC requirements are met and applicants are capable of safe and effective practice at a level appropriate to and within their area of future prescribing practice. For self-funding students, they are required to submit an additional declaration which explores the governance structures in more detail to confirm that they have appropriate access to clinical support. Where queries remain, the admissions team will use the interview process to support information gathering to determine compliance with the NMC entry criteria. The programme team report that they will monitor protected learning time through student feedback on study days. PLPs and the teaching team told us that if protected learning time became a matter for concern, a meeting would be arranged with the student's line manager, academic assessor, practice assessor and/or supervisor and the student. If the issue is due to unforeseen circumstances such as staff issues within a health care service, UoW have a process to enable the student to have additional time to complete their practice hours.

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

UoW confirmed that no students studying on the existing prescribing programmes will require to transfer to the new programmes.

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: 11 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 teaching, learning and assessment strategy is clearly detailed in the module descriptors, programme handbook and module handbooks. The prescribing-focused modules are delivered using a variety of strategies including interactive lecture activities, peer-to-peer learning, tutor-led sessions, group work and workshops to address the needs of all learners. Student tutorial support is available as an individual appointment or group tutorials during the duration of the programmes. Individual appointments can be booked via an electronic booking appointment system. Students can contact lecturers via the University's email

system and via Canvas (virtual learning environment). Students with any specific learning needs are invited to contact the faculty enabling tutor and to liaise with the student support and wellbeing team as needed. We were told by the SUCs team that they plan to deliver a range of innovative and creative SUC led contributions to the programmes that would enhance the quality of the teaching strategy and the panel recommended their early adoption). The teaching team described plans to also enhance the range and quality of their teaching through, for example, role play and critical scenario reviews, which the panel also supported and endorsed. Students confirmed with the panel that they are able to contact lecturers via the University's email system and also via Canvas and if they have any specific learning needs, they know to contact the faculty enabling tutor and to liaise with the student support and wellbeing team.

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

Programme delivered in England.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 11 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. According to the documentation and confirmed by the UoW and PLPs, the employing organisation declaration is reviewed and screened by the admissions tutor to confirm that governance structures are in place and comply with NMC standards to provide support practice for students. For self-funding students, they are required to submit an additional declaration that details the governance structures in more detail and confirm that they have appropriate access to clinical support. The admissions tutor will also request sponsored or commissioned applicants who are undertaking their practice learning outside their usual employer to complete this as well. Where queries remain, the admissions team will use the interview process to support information gathering to determine compliance with the NMC entry criteria. The professional lead tutor will also undertake site visits of placement environments, using the educational audit, to monitor the learning environment and governance processes. Where concerns are raised by any party, these are dealt with in line with the raising concerns policy.

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. According to the documentation and UoW teaching team, the programme is supported by Canvas, a virtual learning environment platform, which contains supporting information for students directed and self-directed learning. Canvas includes discussion boards and webinar facilities which are used in a learner-centred approach. A blended learning approach to teaching and learning is taken, with the Canvas site supporting students to integrate and apply the theory to their own area of practice. Practice OSCE and case presentations support students to learn via role play and simulation. Workplace-based assessments are embedded in the programme to support practice-based learning with patients, whether via simulation or real-life. Students told us that online learning resources are clearly signposted and accessible. They described the resources as helpful and supportive of flexible learning strategies.

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
<p>Is the standard met?</p> <p><i>Met</i></p> <p>Date: 11 November 2019</p>
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p><i>N/A</i></p> <p>Revised outcome after condition(s) met:</p> <p><i>N/A</i></p>

Standard 4 Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC <u>Standards framework for nursing and midwifery education</u></p> <p>R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment</p> <p>R4.3 appoint a programme leader in accordance with the requirements of the NMC <u>Standards framework for nursing and midwifery education</u>. The programme leader of a prescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience</p> <p>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</p>

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. According to the documentation and the UoW teaching team, students, practice supervisors and practice assessors, will receive induction information contained in the programme and module handbooks. UoW teaching team undertake educational audits to ensure that appropriate and effective

systems and processes are in place in practice learning environments to support students' learning. Students told us that they were advised, and have access to, the procedure for raising a concern within both the practice and university learning environments. Students, practice supervisors and practice assessors, will receive induction information in the form of programme handbooks and module handbooks that contain references and guidance about providing consent, promoting public safety and raising and escalating concerns. SUC contribute to the assessment of students through the learning in practice hours, and through the provision of feedback to students and their participation as actors for formative and summative OSCEs. The programme assessments are designed to support students to demonstrate the programme proficiencies, competence and confidence to prescribe. The portfolio requires that students are assessed by their practice assessor through a range of methods, such as observation, workplace-based assessment and professional discussions. The assessments are mapped to the learning outcomes and the Competency framework for all prescribers (RPS, 2016), to ensure appropriate monitoring of progression. According to the documentation there is a planned approach to support practice learning whereby the academic assessor will meet with practice assessors to discuss and provide feedback on student progress towards achieving the competencies within the RPS (2016) competency framework for all prescribers.

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. Processes are in place in both the AEI and practice learning areas to ensure students are suitably supported in practice and should be supervised and assessed in line with the SSSA. UoW told us that practice assessors will be invited to attend an induction meeting in order to prepare them for effective supervision and contribution to student learning and assessment. The prescribing team will work with PLPs to ensure that there are sufficient practice supervisors and practice assessors in those areas to support students. PLPs also told the panel, the prescribing team regularly offer support in practice learning to ensure that consistency of assessment is maintained. Students confirm that they are allocated to and supported by a personal tutor who meets with the students to discuss their placement and practice learning and to identify and advise regarding practice learning opportunities. UoW and PLPs told us that they are adopting a regional approach to developing practice supervisors and assessor's through the Pan-MYE Practice Learning Group partnership, which will maximise consistency in their preparation and to enable a sharing of resources for the preparation of practice assessors, practice supervisors and academic assessors. At the approval event there was no evidence of any implementation or advanced planning for this strategy. UoW need to provide a detailed plan and proposed timeline to demonstrate a process of practice assessor, practice supervisor and academic

assessor preparation in advance of introducing the UoW V300 and 150 programmes. (Condition two) (SFNME R2.4, R4.1, SSSA R5.1, R5.2, R8.1, R8.2 SPP, R4.1, R4.2)

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)

Not Met

R4.5 is not met. Processes are in place at the AEI to ensure all students on the prescribing programmes are assigned to a practice supervisor and practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking. This detail is contained in the admission form and is checked by the programme team. The documentation recognised that in some circumstances the practice supervisor may have to assume the role of practice supervisor. At the approval event PLPs told us that they had not considered this eventuality as happening. The response to the panel from the teaching team offered limited detail to demonstrate good governance and the necessary support for all stakeholders in this eventuality and must be addressed. (Condition one) (SPP R4.5.1)

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

Yes

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

At the approval visit there was no evidence of any implementation or advanced planning for a strategy to prepare practice supervisors, practice assessors and academic assessors. UoW need to provide a detailed plan and proposed timeline to demonstrate a process for their preparation in advance of introducing the UoW

V300 and 150 programmes. (Condition two) (SFNME R2.4, R4.1, SSSA R5.1, R5.2, R8.1, R8.2, SPP R.4.1, R4.2)

Outcome

Is the standard met?

Not Met

The documentation recognised that in some circumstances the practice supervisor may have to assume the role of practice supervisor. At the approval event PLPs told us that they had not considered this eventuality as happening. The response to the panel from the teaching team offered limited detail to demonstrate good governance and the necessary support for all stakeholders in this eventuality and must be addressed. (Condition one) (SPP R4.5.1)

At the approval event there was no evidence of any implementation or advanced planning for a strategy to prepare practice supervisors, practice assessors and academic assessors. UoW need to provide a detailed plan and proposed timeline to demonstrate a process for their preparation in advance of introducing the UoW V300 and 150 programmes. (Condition two) (SFNME R2.4, R4.1, SSSA R5.1, R5.2, R8.1, R8.2, SPP R4.1, R4.2)

Date: 11 November 2019

Post Event Review

Identify how the condition is met:

Condition one: UoW have provided clarification and an action plan for the situation where the practice supervisor is required to also assume the role of practice assessor. Condition one is met

Evidence:

NMP Applicant Check list 2019 post approval, December 2019
PER Form 2019 post approval NMC, December 2019

Condition two: UoW have produced a plan with timelines that demonstrates a process of practice assessor, practice supervisor and academic assessor preparation. Condition two is met.

Evidence:

Flowchart for preparation of V300 and V150 practice supervisors and assessors, December 2019
MYE SSSA preparation for practice supervisors and assessors NMC, December

2019
NMP Practice Assessment Document post approval, December 2019
V300 Practice Assessor and Practice Supervisor Preparation Plan, December 2019
MYE SSSA Preparation Academic Assessor role updated for UoW April 2019
NMC, December 2019

Date condition(s) met: 18 December 2019

Revised outcome after condition(s) met:

Met

Condition one is now met.
SPP R4.5.1 is now met.

Condition two is now met.
SFNME R2.4, R4.1, SSSA R5.1, R5.2, R8.1, R8.2 and SPP R.4.1 and 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: 11 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: Coventry and Warwickshire Partnership NHS Trust Inspection report, 2018 Princess Royal Hospital Quality Report, 2019 University of Wolverhampton, Self-Assessment Report, 2019 Post approval visit documentary evidence to meet conditions. UoW (2019) Flowchart for preparation of V300 and V150 practice supervisors and assessors, December 2019 UoW (2019) Preparation for practice supervisors and assessors, December 2019 UoW (2019) NMP Applicant Check list 2019, December 2019 UoW (2019) Practice Assessment Document, December 2019 UoW (2019) Application for Prescribing Course, December 2019 UoW (2019) Practice Supervisor Assessor Preparation process, December 2019 UoW (2019) Preparation for Academic Assessor Role, December 2019	

UoW (2019) Supporting narrative for Post event conditions, December 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:	
Two x V150 students Two x V300 students	
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	
UoW is an established AEI providing NMC programmes. Resources and placement areas did not require appraisal.	
Additional comments:	

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Issue record

Final Report

Author	Kevin Gormley	Date	18 November 2019
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Approved by	Leeann Greer	Date	7 January 2020