

Programme Major Modification report

Section one

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| Programme provider name: | Buckinghamshire New University |
| Programmes reviewed: <i>This is the NMC programme title(s)</i> | Independent and supplementary nurse prescribing V300 <input type="checkbox"/> Community practitioner nurse prescribing V150 <input type="checkbox"/> Community practitioner nurse prescribing V100 <input checked="" type="checkbox"/> |
| AEI programme title(s): | |
| Current AEI programme title(s): <i>Please include all currently approved programme titles</i> | Non-Medical Prescribing (V300) |
| Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i> | N/A |
| Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i> | Community Practitioner Nurse Prescribing V100 |
| Academic level of current programme: | |
| Independent and supplementary nurse prescribing V300 | England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A |
| Community practitioner nurse prescribing V150 | England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 |

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| | <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p> |
| Community practitioner nurse prescribing V100 | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p> |
| Academic levels of modified/additional programme(s)/route(s): | |
| Independent and supplementary nurse prescribing V300 | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p> |
| Community practitioner nurse prescribing V150 | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A</p> |
| Community practitioner nurse prescribing V100 | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |

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| | <input type="checkbox"/> N/A |
| Programme approval dates: | |
| Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i> | 18 March 2021 |
| Date(s) of NMC approval of any modifications since last approval: | N/A |
| Programme start dates: | |
| Current modification programme start date: Independent and supplementary nurse prescribing V300 Community practitioner nurse prescribing V150 Community practitioner nurse prescribing V100 | <input type="text" value="N/A"/> <input type="text" value="N/A"/> <input type="text" value="6 June 2022"/> |
| Date of modification: | 22 September 2021 |
| Type of modification: | Desktop |
| QA visitor: | Registrant Visitor: Nikki Welyczko |

Section two

Summary of review and findings

Buckinghamshire New University (BNU) is an established approved education institution (AEI). BNU presents a modification to the independent and supplementary nurse prescribing (V300) programme to include a community practitioner nurse prescribing (V100) route which is embedded within the specialist practitioner qualification (SPQ) and the specialist community public health nursing (SCPHN) programmes. Students undertaking the SCPHN programme study V100 prescribing; SPQ students can study either the V100 or V300 prescribing routes. The V300 programme was approved by the Nursing and Midwifery Council (NMC) on 18 March 2021. SCPHN and SPQ applicants who have an existing NMC recordable V150 or V300 prescribing qualification will access the respective programmes' recognition of prior learning process. Students who are prescribers can attend the V100 taught content to support continuing professional development through updating and maintaining prescribing skills in SPQ or SCPHN practice.

The V100 programme is mapped to the Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers (RPS), 2016). The programme is a non-credit bearing module delivered at academic level six; it's delivered part-time over 15 weeks. It's assessed by practice assessors and verified by academic assessors using an e-portfolio that's mapped against the RPS. Service user and carer (SUC) feedback relating to prescribing practice, written prescriptions and a 1,500-word reflective account of prescribing practice must be evidenced in the e-portfolio. A two-part examination includes a numeracy assessment with a pass mark of 100 percent and pharmacology short answer questions with a pass mark of 80 percent.

There's documentary evidence that the SPQ, SCPHN and prescribing programme teams work closely with practice learning partners (PLPs) to ensure the provision of appropriate placement learning experiences. BNU and PLPs demonstrate a partnership approach to ensuring that there's ongoing development and monitoring of placement capacity. There's evidence of the management of placement quality assurance processes that comply with NMC standards. There's evidence of strategic and operational partnership working with PLPs and opportunities for them to provide feedback on the programme, through formal strategic meetings and informal mechanisms with the programme teams. A partnership approach is adopted to address any concerns about practice learning identified through system regulator and Care Quality Commission (CQC) reporting.

There's evidence that SUCs have contributed to the development of the interview questions for the prescribing programmes. The V100 route includes the

importance of working in partnership with SUCs and ensuring that shared decision-making is at the forefront of prescribing practice.

Students have the opportunity to provide feedback about the module through an evaluation form that's used to enhance the student experience for future cohorts.

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

One NMC recommendation is made.

The modification is recommended to the NMC for approval.

| Recommended outcome of the approval panel | |
|---|---|
| Recommended outcome to the NMC: | <p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p> |
| Conditions: | <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> |
| Date condition(s) to be met: | N/A |

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| Recommendations to enhance the programme delivery: | Recommendation one: Consider documenting the formal process used in the exceptional circumstances that the same person is required to fulfil the roles of both practice supervisor and practice assessor. (SSSA R7.10; SPP R4.5) |
| Focused areas for future monitoring: | Ongoing SUC involvement in the recruitment process. |

| Programme is recommended for approval subject to specific conditions being met | |
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| Commentary post review of evidence against conditions N/A | |
| AEI Observations | Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| Summary of observations made, if applicable | N/A |
| Final recommendation made to NMC: | Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/> |
| Date condition(s) met: | N/A |

Section three

| NMC Programme standards |
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| <p>Please refer to NMC standards reference points</p> <p>Standards for prescribing programmes (NMC, 2018)</p> <p>Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</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.

Documentary evidence and discussion at a teleconference with the programme team confirms that there's effective partnership working with key stakeholders in the co-production, development, delivery, assessment and evaluation of the programme. There's evidence of stakeholder engagement with PLPs, prescribers in practice, students and SUCs. BNU and SPQ, SCPHN, V300 and V100 programme teams liaise with PLPs to ensure that standards are maintained across all NMC approved programmes. Feedback is sought through meetings with all stakeholders. SUC feedback on the programme development was sought using questionnaires sent to the SUC group. SUCs contribute to the delivery of the wider SPQ and SCPHN programmes as guest speakers who share their lived experience with students. The programme team confirm that they plan to include SUCs as part of the interview panel.

Programme leaders and all academic assessors who support students undertaking V100 as part of the SPQ and SCPHN programmes hold quarterly meetings and workshops for PLPs. These provide an opportunity to review the operational and strategic infrastructure which supports the provision of practice learning. They also provide the opportunity for practice supervisors and practice assessors to access continual professional development and to contribute to future curriculum planning. AEI representatives engage in a variety of meetings and forums with PLPs including tripartite meetings with practice supervisors, practice assessors and students, recruitment planning days and joint interviews. The programme teams work closely with PLPs to ensure the provision of placement learning experiences, the development and monitoring of placement capacity and the management of placement quality assurance processes. There's a joint approach to annual practice learning environment educational audits using the pan London practice learning environment audit tool. There are ongoing reviews to ensure that practice learning environments meet the requirements of the SSSA.

Practice learning experience is monitored and evaluated during and following completion of the programme. There's evidence of effective communication between practice assessors and BNU, through programme leaders and academic assessors to highlight any practice learning concerns. Students are advised about and have access to the procedure for raising concerns both in the practice learning environments and in BNU learning environments. Students provide ongoing evaluations, for example using Mentimeter quizzes, to obtain student feedback at the end of taught sessions.

The V100 and V300 prescribing modules are delivered separately, however teaching teams share resources and teaching tools; a pharmacist teaches on both modules to ensure there's parity of learning.

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 NOT 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 NOT MET

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

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.

Proposed transfer of current students to the programme under review
 Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for pre-registration midwifery programmes](#) (NMC, 2019).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC, 2018).
 Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC, 2018).

Findings against the standard and requirements

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 NO

- 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 NO

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

- Evidence 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 **NOT MET**

R1.3 is met. The programme specific values-based application process requires SCPHN and SPQ applicants to demonstrate that they meet the V100 entry criteria. Students are required to participate in an interview as part of the recruitment process. Applications are checked by the programme team who must confirm that applicants meet the requirements to undertake the V100 prescribing route.

The process confirms that managers must confirm that students have protected learning time and that there's practice assessor and practice supervisor support. Managers are required to sign to confirm the applicant's clinical competence and that practice learning time during the programme will be protected. Confirmation of practice supervisor and practice assessor support and assurance that they meet the requirements of the SSSA must be in place before students undertake the programme.

Documentary evidence confirms that practice learning environments must have a suitable CQC report. Practice assessors are required to confirm the suitability of the practice learning environment within the application form. All students are assigned to a personal tutor who provides support for the duration of the programme.

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

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4)

YES **NO**

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

YES **NO**

- Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to

be undertaken and their intended area of prescribing practice in the following areas (R1.6):

- Clinical/health assessment
- Diagnostics/care management
- Planning and evaluation

YES NO

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

YES NO N/A

The modification is to approve the V100 route only.

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.

No students will transfer onto the programme.

Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The SSSA is implemented in the SPQ, SCPHN and V300 programmes.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 22 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT MET
N/A

Standard 2: Curriculum

Approved educations 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

Findings against the standard and requirements

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

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1) YES NO
- There is evidence that the programme is designed to fully deliver the competencies set out in the RPS *Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice (R2.2). YES NO

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

- Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)

MET **NOT MET**

R2.3 is met. The V100 has a blended approach to learning and teaching. Students have lectures to support the development of consultation skills and simulation-based learning enables them to practice history taking skills. The module descriptor confirms that students undertake 24 theory and 60 practice learning hours. There's evidence that demonstrates appropriate content to support V100 prescribing development. The prescribing programme team includes a wide group of prescribers, pharmacists and practice-based clinicians who support delivery of the programme. Programme documentation details the communication processes between practice assessors, practice supervisors and academic assessors. There's documentary evidence that there's confirmation and verification of achievement of the RPS by practice assessors and academic assessors.

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

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

YES **NO**

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

YES **NO**

If relevant to the review

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

YES **NO** **N/A**

The programme is only delivered in England.

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 22 September 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT 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](#)

Findings against the standard and requirements

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 **NOT MET**

R3.1 is met. Programme documentation confirms that governance arrangements are in place to ensure practice learning is suitable. As part of the ongoing annual educational audit process practice learning environments must be identified as having suitable governance structures and procedures in place. Managers must confirm at application to the SPQ and SCPHN programmes that students will have protected prescribing learning time. V100 students are not self-employed.

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

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

YES **NO**

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

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment (R3.3)

MET **NOT MET**

R3.3 is met. Unchanged through this modification.

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

- 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 **NO**

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met

YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES **NO**

| | | |
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| Outcome | | |
| Is the standard met? | MET <input checked="" type="checkbox"/> | NOT MET <input type="checkbox"/> |
| Date: 22 September 2021 | | |
| Post event review | | |
| Identify how the condition(s) is met: N/A | | |
| Date condition(s) met: N/A | | |
| Revised outcome after condition(s) met: N/A | MET <input type="checkbox"/> | NOT MET <input type="checkbox"/> |

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| 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 Standards framework for nursing and midwifery education</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 Standards framework for nursing and midwifery education. The programme leader of a prescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience</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 midwives undertaking prescribing programmes</p> <p>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</p> <p>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</p> <p>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</p> <p>R4.7 provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes</p> <p>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</p> <p>R4.9 ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies. This includes all students:</p> |

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

Findings against the standards and requirements

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

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC [Standards framework for nursing and midwifery education](#) (R4.1)
MET NOT MET

R4.1 is met. Unchanged through this modification.

- 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 NOT MET

R4.2 is met. Unchanged through this modification.

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

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

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 **NOT MET**

R4.5 is met. All students are supervised and assessed in practice by suitably qualified and prepared practice supervisors and practice assessors. Documentary evidence confirms that there's a process to confirm that practice assessors are experienced prescribers who prescribe in the same field of practice as students. This is checked by the programme team at application. Practice supervisors and practice assessors must be identified on the application form, the programme team check professional registers as part of the application process. The programme team confirm the approved process for evidencing where in exceptional circumstances practice assessors and practice supervisor may be the same person. It's recommended that the programme team consider further documenting the formal process for stakeholders. (Recommendation one)

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

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

YES **NO**
- Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

YES **NO**
- Processes are in place to assess the student's suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice (R4.8)

YES **NO**
- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

 - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
 - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).

YES **NO**

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met
YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met
YES **NO**

Outcome
Is the standard met? **MET** **NOT MET**
Date: 22 September 2021

Post event review
Identify how the condition(s) is met:
 N/A
Date condition(s) met:
 N/A
Revised outcome after condition(s) met: **MET** **NOT 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

Findings against the standards and requirements

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

- Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:
 - a community practitioner nurse (or midwife) prescriber (V100/V150), or
 - a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

YES NO

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

- Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber (R5.3)
- YES NO

- Processes are in place to inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.4)
- YES NO

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 22 September 2021

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met: MET NOT MET
N/A

Section four

Sources 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Programme specification(s) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Module descriptors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student facing documentation including: programme handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student university handbook | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice assessment documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice placement handbook | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC, 2018) (Gateway 3) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Curricula vitae for relevant staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Written placement agreements between the education institution and associated practice learning partners to support the programme intentions. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation: The university handbook is accessible through an online application; it contains the key university information for students. | | |
| List additional documentation: N/A | | |

Additional comments:
None identified.

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

| | YES | NO |
|---|-------------------------------------|-------------------------------------|
| Senior managers of the AEI/education institution with responsibility for resources for the programme | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Programme team/academic assessors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Practice leads/practice supervisors/ practice assessors | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Students | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, please identify cohort year/programme of study: | | |
| Service users and carers | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation: Desktop modification, therefore meetings with approved AEI senior managers, PLPs, students and SUCs weren't required. A teleconference with the programme team was undertaken. | | |
| Additional comments: None identified. | | |

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

| | YES | NO |
|--|--------------------------|-------------------------------------|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning Virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, state where visited/findings: N/A | | |
| If you stated no above, please provide the reason and mitigation: BNU is an approved AEI; visits to resources and facilities weren't required. | | |
| Additional comments: None identified. | | |

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

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|---------------|-------------------|-------|-------------------|
| Author(s): | Nikki Welyczko | Date: | 23 September 2021 |
| Checked by: | Bernadette Martin | Date: | 29 September 2021 |
| Submitted by: | Shahzaib Ghafoor | Date: | 27 October 2021 |
| Approved by: | Emiko Hughes | Date: | 28 October 2021 |