

## Major Modification report

### Section one

<b>Programme provider name:</b>	Coventry University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	University Hospital Coventry and Warwickshire NHS Trust George Eliot Hospital NHS Trust South Warwickshire NHS Foundation Trust Coventry and Warwickshire NHS Partnership Trust York Teaching Hospitals NHS Foundation Trust Coventry and Warwickshire NHS Partnership Trust Birmingham Women and Children's NHS Foundation Trust South Warwickshire CCG Coventry and Rugby CCG NHS Warwickshire North CCG Humber Teaching NHS Foundation Trust NHS Scarborough and Ryedale CCG West London Mental Health NHS Trust Nottinghamshire Healthcare NHS Trust Tees, Esk and Wear NHS Foundation Trust University Hospital Birmingham NHS Trust Northampton Foundation NHS Trust Royal Wolverhampton Trust North East London NHS Foundation Trust Private, voluntary and independent health care providers
<b>Provision(s) reviewed:</b>  Provision: Independent and Supplementary Nurse Prescribing Title of current programme: Practice Certificate in Independent and Supplementary Prescribing (Degree and Masters)  Title of modified programme, if changed: N/A Programme start date: 14 September 2020  Current academic level(s): England, Wales, Northern Ireland: Level 6 Level 7  Academic level of modified programme, if changed: N/A	

Provision: Community practitioner nurse prescribing V150  
 Title of current programme: Community Practitioner Nurse Prescribing  
 Title of modified programme, if changed: N/A

Programme start date: 14 September 2020

Current academic level(s):  
 England, Wales, Northern Ireland:  
 Level 6  
 Academic level of modified programme, if changed: N/A

<b>Date of review</b>	19 March 2020
<b>Type of Modification</b>	Visit
<b>QA visitor(s):</b>	Registrant Visitor: Nikki Welyczko

## Section two

### Summary of review and findings

Coventry University (CU), school of nursing, midwifery and health (SNMH), is seeking a major modification to enable them to deliver NMC prescribing programmes (NMC, 2018) from their London satellite campus in Dagenham. Approval for the 40-credit, independent and supplementary nurse prescribing programme (V300) and 20-credit V150 prescribing programme was granted in September 2019 against the Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC, 2018). The V300 independent and supplementary nurse prescribing is offered as a postgraduate and undergraduate programme of study and is taught over two modules each lasting 13 weeks. The V150 programme is offered at undergraduate level (level six) and is delivered over six taught days and 10 days of supervised practice.

CU have current approval to run the V300 and V150 programmes from their CU and Scarborough campuses, although the programmes have yet to be delivered at the Scarborough campus.

Teaching and student support at the Dagenham campus is to be delivered by two part-time staff (one pharmacist who is working two days per week and another member of staff to be recruited working three days per week) and one member of the programme team, based at CU campus, who is going to be travelling to the Dagenham campus for two days per week. The originally planned programme start date of 18 May 2020 has been postponed to 14 September 2020 due to the Covid-19 pandemic.

The area of focus for this visit (which was conducted remotely due to Covid-19) was on the specific arrangements and processes in place relating to the intention of CU to deliver their prescribing programmes (V150, V300) at their London satellite campus (Dagenham).

The partnership between CU SNMH and practice learning partners (PLPs) from North East London Foundation Trust (NELFT) is new and communication and networks between academic staff delivering the programme and PLPs are in the early stages of development.

The Standards framework for nursing and midwifery education (SFNME) is not met at programme level in relation to the Dagenham delivery.

The Standards for student supervision and assessment (SSSA) are met at programme level in relation to the Dagenham delivery.

The SPP are not met at programme level in relation to the Dagenham delivery.

The V300 and V150 programmes to be delivered at CUs Dagenham campus are recommended to the NMC for approval subject to five NMC conditions and one university condition being met. Three NMC recommendations are made.

Updated 11 May 2020:

Evidence was provided to meet the five conditions. The SFNME and the SFPP are now met at programme level. The conditions and related standards/requirements are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition three: Demonstrate how the prescribing programmes delivered at Dagenham are designed, developed, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12)</p> <p>Condition four: Demonstrate partnership working with NELFT illustrating clear lines of communication and accountability for the development, delivery, quality assurance of the prescribing programme at CU's Dagenham campus. (SFNME R2.5)</p> <p>Condition five: Confirm that technology and simulation facilities are available to prescribing students at the Dagenham campus and illustrate how their use is proportionate and effective. (SPP R3.3)</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: Ensure that service users and representatives from relevant stakeholders' groups are engaged in partnership in student recruitment and</p>

	<p>selection at the Dagenham campus. (SFNME R2.7)</p> <p><b>Practice learning:</b> None identified</p> <p><b>Assessment, fitness for practice and award:</b> None identified</p> <p><b>Education governance: management and quality assurance:</b> Condition two: Student facing documentation must provide information to prescribing students relevant to their campus. (SFNME R3.2)</p> <p>Condition six: Review programme documentation to ensure accuracy and provide information relevant to CU campuses. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>30 April 2020</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: To consider documenting a process for the exceptional circumstances where a student is assigned to same practice assessor and practice supervisor. (SPP R4.5.1)</p> <p>Recommendation two: To consider undertaking a scoping exercise to ensure adequate numbers of practice assessors within PLPs proximal to the Dagenham campus. (SPP R4.2)</p> <p>Recommendation three: To consider reviewing the numeracy support available to prescribing students at the Dagenham campus. (SFNME R3.1)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Student experience in relation to ‘flying faculty’ programme delivery. Student and practice assessor experience of access to academic assessors at the Dagenham campus.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

The programme team have provided evidence of their intention to work collaboratively with NEFLT and their existing service user group, to establish a written recruitment process to be approved by the existing Service User Group which works alongside the current NELFT continuing professional development (CPD) panel. Condition one is now met.

The programme team have updated student facing documentation (student handbooks) to provide information to prescribing students relevant to the Dagenham campus. Condition two is now met.

Additional evidence has been provided which shows how the prescribing programmes delivered at Dagenham have been designed, developed and co-produced with NELFT. Condition three is now met.

The programme team have provided additional narrative and evidence which demonstrate partnership working with NELFT illustrating clear lines of communication and accountability for the development, delivery, quality assurance of the prescribing programme at CU's Dagenham campus. Condition four is now met.

The programme team have outlined how simulation and technology is used in the programme and confirmed that the non-medical prescriber (NMP) programmes do not require specialist facilities as simulated activities can be undertaken in a classroom setting, arranged to simulate a consultation room. Condition five is now met.

The university has confirmed condition six is met.

The SFNME is now met  
The SPP are now met.

**AEI Observations**

**Observations have been made by the education institution**

Yes

<b>Summary of observations made, if applicable</b>	Report agreed by AEI.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	11 May 2020

### **Section three**

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

<b>Partnerships</b>
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders
<b>Please refer to the following NMC standards reference points for this section:</b>

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 partnership between CU SNMH and PLPs from NELFT is new and communication and networks between academic staff delivering the programme and

PLPs are in the early stages of development.

Three practice representatives from NELFT were available to talk to the panel. The practice representatives said they had not had any contact or communication with the CU programme team or seen any of the programme documentation. The practice representatives said that communication had taken place between CU and NELFT but that this had happened at a strategic level involving the NELFT head of learning and NMP leads. As such, it was not possible to confirm evidence of effective partnership working between the education institution and NELFT PLPs is happening at all levels. (Condition four)

The PLPs at the event had not been involved in the planning of the programme to be delivered at the Dagenham campus. (Condition three) The practice representatives outlined a clear process within the Trust for the preparation of practice supervisors and assessors.

Students were complimentary about the level of faculty support at all three sites (Coventry, Scarborough and Dagenham). The students said that student feedback was good, and that staff were prompt at responding to their queries. They said the availability of teaching resources and the overall quality of their programmes was good across all sites. The V300 student said that simulation hadn't been used a lot during the programme at Coventry. The CU London staff said that there are currently no simulated practice learning facilities at the Dagenham campus. (Condition five)

Service users and carers at the approval event confirmed their willingness to participate in the ongoing development, delivery and evaluation of students undertaking the V150 and V300 programmes. One service user confirmed that they had attended curriculum planning meetings for the development of the NMP programmes. All three service users said that they are well prepared and supported. They also relayed that they had been involved in assessing V300 students via objective structured clinical examinations (OSCEs) and would welcome an opportunity to contribute more toward the delivery of the prescribing programmes.

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

***Not Met***

There was insufficient evidence of partnership working, communication between the CU and NELFT practice learning partners happening at all levels. (Condition four)

The practice learning partners at the approval event had not been involved in the planning of the programme to be delivered at the Dagenham campus. (Condition

three)

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

**Met**

**If not met, state reason**

The practice representatives said they had not had any contact or communication with the CU programme team or seen any of the programme documentation. The practice representatives said that communication had taken place between CU and NELFT but that this had happened at strategic level involving the NELFT head of learning and NMP leads. As such, it was not possible to confirm evidence of effective partnership working between the education institution and NELFT practice learning partners happening at all levels.

Condition four: Demonstrate partnership working with NELFT illustrating clear lines of communication and accountability for the development, delivery, quality assurance of the prescribing programme at CU's Dagenham campus. (SFNME R2.5)

The practice learning partners at the event had not been involved in the planning of the programme to be delivered at the Dagenham campus.

Condition three: Demonstrate how the prescribing programmes delivered at Dagenham are designed, developed, evaluated and co-produced with service users and other stakeholders. (SFNME R1.12)

**Post Event Review**

**Identify how the condition is met:**

Condition four: The programme team have provided additional narrative and evidence which demonstrates partnership working with NELFT illustrating clear lines of communication and accountability for the development, delivery, quality assurance of the prescribing programme at CU's Dagenham campus. Condition four is now met.

Evidence:

The university and NELFT have set up monthly contract meetings to monitor course

delivery and provision of PA/PS support and training.

NELFT contract review agenda, undated

The associate professor or programme leader will attend NELFT's quarterly NMP meeting.

Terms of reference, undated

NMP university training update NMP strategic group, January 2020

Condition three: Additional evidence has been provided which shows how the prescribing programmes delivered at Dagenham have been designed, developed and co-produced with NELFT. Condition three is now met.

Evidence: The associate professor for NMP has attended a number of face-to-face and Skype meetings with the senior leadership team within NEFLT. In addition, there have been supplemental Skype and telephone meetings with NELFT.

Agenda NMP leads meeting, 7 November 2019

**Date condition(s) met:** 11 May 2020

**Revised outcome after condition(s) met:**

***Met***

Conditions four and three are now met.

Assurance is provided that SFNME R2.5 and SFNME R1.12 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**

The CU teaching team and PLPs confirmed that the university application form requires the line manager/Trust prescribing lead of potential students to confirm that students will be supported with protected learning time and that the necessary governance structures are in place to support learning and prescribing within the student's role on qualification. NELFT has their own application form that potential students are required to submit to an in-house CPD panel before they are able to apply to CU. The practice representatives from NELFT told me that as protected learning time has to be approved through the applicant's line manager, they have not encountered any issues. They said that in the event of protected learning time becoming 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.

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

**Yes**

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

**Yes**

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

**-Clinical/health assessment**

**-Diagnostics/care management**

**-Planning and evaluation**

**Yes**

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

**Yes**

*Proposed transfer of current students to the programme under review*

**From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers) will be met through the transfer of existing students onto the proposed programme**

There will be no transfer of existing students, as this is a new programme delivery at a new satellite site.

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

**No**

CU need to ensure that service users and representatives from relevant stakeholders' groups are engaged in partnership in student recruitment and selection at the Dagenham campus. (Condition one)

**Outcome**

**Is the standard met?**

**Not Met**

Documentary analysis and triangulated discussion at the approval event confirms that service users are currently not engaged in student recruitment and selection for the NMP programmes. All service users present expressed that they were keen to be involved.

Condition one: Ensure that service users and representatives from relevant stakeholders' groups are engaged in partnership in student recruitment and selection at the Dagenham campus. (SFNME R2.7)

**Date: 24 March 2020**

**Post Event Review**

**Identify how the condition is met:**

Condition one: The programme team have provided evidence of their intention to work collaboratively with NEFLT and their existing service user group, to establish a written recruitment process to be approved by the existing service user group which works alongside the current NELFT CPD panel. Condition one is now met.

Evidence:

Email from head of learning services NELFT, 7 May 2020

**Date condition(s) met: 11 May 2020**

**Revised outcome after condition(s) met:**

**Met**

Condition one is now met.

Assurance is provided that SFNME R2.7 is now met.

## Standard 2 Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

**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)**

**Not Met**

The V300 and V150 programmes utilise appropriate education strategies that are conducive with the programmes' over-arching approach to learning. The programme timetables demonstrate appropriate teaching and learning strategies to support the achievement of the RPS competency framework for all prescribers, as necessary for safe and effective prescribing practice. Case studies, role play and facilitated learning are used to support the lead lectures, enabling students to work in partnership with other health professionals and apply the theory to practice in a safe environment. The supervised practice element of the programme requires students to practice the competencies required by the RPS competency framework for all prescribers, as necessary for safe and effective prescribing practice, under the direct supervision of a practice supervisor. Greater use of simulation as a learning, teaching and assessment strategy would provide additional opportunities for students to engage with service users.

The student facing documentation provided (programme handbooks) are Coventry campus focussed with all support services sited at Coventry. Student facing documentation must provide information to prescribing students relevant to their campus. (Condition two)

Teaching will be provided by two part-time staff based at the Dagenham campus and by staff from Coventry campus spending two days per week at the Dagenham campus. Student experience in relation to 'flying faculty' programme delivery and student and practice assessor experience of access to academic assessors at the Dagenham campus will be an area of future monitoring.

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

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

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

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

**Yes**

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

**Yes**

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

**N/A**

The programme is delivered in England.

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

**No**

Student facing documentation must provide information to prescribing students relevant to their campus. (Condition two)

Staff based at the Dagenham campus said that currently there is no numeracy support for students on site. They are addressing this and have a live post out to advert to recruit an academic to support students' information technology (IT) and maths skills. Recommendation three is for CU to consider reviewing the numeracy support available to prescribing students at the Dagenham campus.

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

Yes

**Outcome**

**Is the standard met?**

***Not Met***

The student facing documentation provided (programme handbooks) are Coventry campus focussed and all support services are Coventry based. Condition two: Student facing documentation must provide information to prescribing students relevant to their campus. (SFNME 3.2)

**Date: 24 March 2020**

**Post Event Review**

**Identify how the condition is met:**

The programme team have updated student facing documentation (student handbooks) to provide information to prescribing students relevant to the Dagenham campus. Condition two is now met.

Evidence:

Revised student handbooks

Student handbook 7051 7052 school of health (SOH) CU Dagenham version, March 20

Student handbook 6011 6012 CPD CU Dagenham, March 2020

Student Handbook 6009 CPD community practitioner nurse prescribing Dagenham, March 2020

**Date condition(s) met: 11 May 2020**

**Revised outcome after condition(s) met:**

***Met***

Condition two is now met.  
Assurance is provided that SFNME R3.2 is now met.

### **Standard 3 Practice learning**

#### **Approved education institutions must:**

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed

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

R3.2 ensure that practice learning complies with the NMC Standards for student supervision and assessment

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

R3.4 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment

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

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

**Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed (R3.1).**

#### **Met**

Through documentary analysis and through the visit confirmation was provided that suitable and effective arrangements and governance for practice learning are in place for all applicants. Self-employed applicants will not be recruited at the Dagenham campus currently, as all potential applicants will be recruited from

NELFT.

**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)**

**Not Met**

Following discussion with students and senior staff at the Dagenham campus confirmation is required that technology and simulation facilities are available to prescribing students at the Dagenham campus and CU need to illustrate how their use is proportionate and effective. (Condition five)

**Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment. (R3.4)**

**Yes**

**Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met**

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Not Met***

Following discussion with students and senior staff at the Dagenham campus confirmation is required that technology and simulation facilities are available to prescribing students at the Dagenham campus and CU need to illustrate how their use is proportionate and effective.

Condition five: Confirmation is required from CU that technology and simulation facilities are available to prescribing students at the Dagenham campus. (SPP R3.3)

**Date: 24 March 2020**

**Post Event Review**

**Identify how the condition is met:**

The programme team have outlined how simulation and technology is used in the programme and confirmed that the NMP programme does not require specialist facilities as simulated activities can be undertaken in a classroom setting, arranged to simulate a consultation room. Condition five is now met.

Evidence:  
NMC response document, 29 April 2020

**Date condition(s) met: 11 May 2020**

**Revised outcome after condition(s) met:**

***Met***

Condition five is now met.  
Assurance is provided that SPP R3.3 is now met.

## Standard 4 Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

R4.9.1 successfully passing a pharmacology exam (the pharmacology exam must be

passed with a minimum score of 80%), and

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

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

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

**Met**

R4.1 is met. Documentary evidence confirms the role of the practice supervisor, practice assessor and academic assessor in the support, supervision, learning and assessment of students on the programme. The CU programme team and PLP (NELFT) have processes in place to ensure that students are 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. PLPs and CU team tell us that students will identify an appropriately prepared practice supervisor and practice assessor before starting the programme and there was a satisfactory plan to provide supervision for students. At the approval event the exceptional circumstances where the practice supervisor must also assume the role of practice assessor was discussed. This led to recommendation one for the CU programme team to consider documenting a process for the exceptional circumstances where a student is assigned to the same practice assessor and practice supervisor.

Documentary evidence and discussion at the approval visit confirms that a nominated academic assessor, identified from within the university programme team, will support the student's theoretical learning. The academic assessor will work with the nominated supervisor and assessor in the practice learning environment to collate decisions about the student's progress.

There are currently two external examiners appointed (one for nursing and one for pharmacy). The CU programme team confirmed that another external examiner for nursing would be appointed to enable appropriate levels of external scrutiny across the provision.

**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**

Practice learning partners in Dagenham outlined how they have been ensuring practice staff have been appropriately updated in relation to the NMC SSSA (2018). This includes offering a three-hour in-house practice assessors preparation session. It is estimated by the practice learning representatives that approximately 50 percent of staff have completed this training to date. Recommendation two is for the CU programme team in collaboration with PLPs from NELFT to consider undertaking a scoping exercise to ensure adequate numbers of practice assessors are available to support students undertaking the NMC prescribing programme at the Dagenham campus.

Practice supervisors receive a one-day training session. Newly registered nurses once they exit their preceptorship undertake this one-day training. The practice representatives from NELFT said that if the academic assessor was not based at the Dagenham campus, alternative communication methods, such as email, Skype and telephone would be used to ensure the student was appropriately supported and assessed.

**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)**

**No**

The CU programme team have not worked with the lead midwife for education for the Dagenham delivery as there are no midwives employed by NELFT.

*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**

The CU programme team and PLPs from NELFT clarified the processes in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking.

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

**Yes**

**Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)**

**Yes**

**Processes are in place to assess the student's suitability for award based on the successful completion of a period of practice based learning relevant to their field of prescribing practice (R4.8)**

**Yes**

**Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:**

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

**Yes**

**Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met Please provide narrative for any exceptions**

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met Please provide narrative for any exceptions

Yes

**Outcome**

Is the standard met?

*Met*

Date: *24 March 2020*

**Post Event Review**

Identify how the condition is met:

Date condition(s) met:

*N/A*

Revised outcome after condition(s) met:

*N/A*

**Standard 5 Qualification to be awarded**

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

R5.1 following successful completion of an NMC approved programme of

preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:

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

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

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

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

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

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

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

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

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

***Date: 24 March 2020***

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

***N/A***

**Revised outcome after condition(s) met:**

***N/A***

**Section four**

**Source of evidence**

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

<b>Key documentation</b>	<b>Yes/No</b>
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Practice placement handbook	Yes
PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions	Yes
<p>List additional documentation:</p> <p>Care Quality Commission (CQC) reports:</p> <p>St Andrews Healthcare – date of publication 7 July 2020            Cow Lees Care Home - date of publication 14 July 2017            Overslade House - date of publication 25 July 2018            Rampton Hospital - date of publication 26 July 2016            University Hospitals Coventry and Warwickshire NHS Trust - date of publication 31 August 2018</p> <p>NMP Application process, undated            Application for the practice certificate in independent prescribing (NMP), January 2020            NMP practice placement audit, undated</p>	

<p>Staff Guidance on accreditation of prior learning, undated  Confirmation of accreditation of prior learning, September 2017  Model of course delivery for Dagenham, undated  Overview document NMP suite CU London Dagenham, undated  PowerPoint preparation of the practice assessor, undated  Brochure health and life sciences, undated</p> <p>Post approval visit documentary evidence to meet conditions:  Email from head of learning services NELFT, 7 May 2020  Student handbook for: practice certificate in independent and supplementary prescribing (degree) 6011/6012 CPD, March 2020  Student handbook for: community practitioner nursing prescribing 6009 CPD (NMC V150), March 2020  Student handbook for: practice certificate in independent and supplementary prescribing (masters) 7051/7052 SOH, March 2020  Agenda NMP meeting NELFT, 7 November 2019  Faculty of health and life sciences NEFLT IP (independent prescribing) contract meeting template, undated  Terms of reference NELFT NMP group, undated  NMP University training update, January 2020  CU NMP change of practice assessor for registered nurses, undated</p>
<p>If you stated no above, please provide the reason and mitigation</p>
<p>Additional comments:</p>

<b>During the visit the visitor(s) met the following groups</b>	<b>Yes/No</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
<p>If yes, please identify cohort year/programme of study:</p> <p>Seven students were available to talk to the panel.  One student was undertaking the V300 programme at the Coventry campus.  One student was a first-year student nurse at the Scarborough campus.  Five third year students undertaking a public health and community studies programme at the Dagenham campus</p>	
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	Yes
Technology enhanced learning / virtual learning environment	Yes
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
The visit had to be undertaken remotely due to the COVID-19 pandemic and as such, it was not possible to view all areas of Dagenham campus. A YouTube virtual tour of the campus was provided.	
Additional comments:	

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Issue record			
Final Report			
Author	Nikki Welyczko	Date	24 March 2020
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