

Programme Audit/Major Modification report

Programme provider:	Chester, University of
<p>In partnership with: (Associated practice placement providers involved in the delivery of the programme)</p>	<p>Bridgewater Community NHS Trust - NHS Halton and St Helens Community</p> <p>Isle of Man Department Health and Social Care - Community</p> <p>Bridgewater Community NHS Trust NHS Warrington</p> <p>Cheshire and Wirral Partnership NHS Foundation Trust</p> <p>Wirral Community NHS Foundation Trust</p> <p>NHS Warrington Clinical Commissioning Group - Royal Liverpool and Broadgreen University Hospitals NHS Trust</p> <p>St Helen's and Knowsley Teaching Hospitals NHS Trust</p> <p>The Walton Centre NHS Foundation Trust</p> <p>Wirral University Teaching Hospital NHS Foundation Trust East Cheshire NHS Trust</p> <p>Countess of Chester Hospital NHS Foundation Trust</p> <p>Mid-Cheshire Hospitals NHS Foundation Trust - Hospital</p> <p>Warrington and Halton Hospitals NHS Foundation Trust</p> <p>North West Boroughs Healthcare NHS Foundation Trust</p> <p>Cheshire and Wirral Partnership NHS Foundation Trust</p> <p>Isle of Man Department Health and Social Care - Mental Health Community Services</p> <p>Ramsey and District Cottage Hospital - Minor Injuries Unit</p> <p>Wirral Clinical Commissioning Group</p>

	<p>Warrington Community Living Mental Health Care UK Limited Tarporley War Memorial Hospital Wirral Clinical Commissioning Group GP services and medical centres Hospice specialist care/palliative care services Independent sector</p>
Date of review:	04 Sep 2019
Type of Modification	Desktop
Provision reviewed:	<p>Independent/Supplementary Nursing Prescribing (V300) Community Practitioner Nurse Prescribing (V150) Community Practitioner Nurse Prescribing (V100)</p>
Title of current programme:	<p>Non-medical prescribing V300 - level six Non-medical prescribing V300 - level seven Community practitioner nursing prescribing V150 - level six Community practitioner nursing prescribing V100 - level six Community practitioner nursing prescribing V100 - level seven</p>
Title of modified programme if changed:	
Academic level of current programme:	<p>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</p>

<p>Academic level of modified programme if changed:</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input 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</p>
<p>Reviewer:</p>	<p>Dr Heather Bain</p>

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval
Conditions and NMC standard(s)/requirement(s) they relate to:	<p>Resources None identified</p> <p>Admission and progression None identified</p> <p>Practice learning None identified</p> <p>Fitness for practice None identified</p> <p>Quality assurance None identified</p>
Date conditions to be met:	
Recommendations and NMC standard(s)/requirement(s) they relate to: Note: recommendations will be assessed through the AEI annual self-assessment report	None identified
Date conditions met:	
Programme start date:	23 Sep 2019

Summary

Summary of modification request

The University of Chester (UoC) is approved to deliver a V300 programme at academic level six and seven and a V150 at level six since 2012. The V100 is approved at level six and seven since 2013. These programmes are approved until the end of August 2020.

The purpose of this major modification is twofold: to transfer from the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018) within the current approved prescribing programmes (V300, V100 and V150).

In addition, UoC is adopting the Royal Pharmaceutical Society (RPS) competency framework in the practice assessment document. Mapping is provided to the RPS competencies, the NMC (2006) competencies and the V100 programme learning outcomes. Therefore, the NMC (2006) Standards continue to be explicitly addressed.

The practice assessment documentation (PAD) is updated to reflect the requirements of the SSSA.

Documentary evidence confirms that the programme team has engaged with students, service users and practice learning partners (PLPs) to consider this modification. The associated PLPs and north west practice education group (NWPEG) support the proposed changes to practice supervision and assessment to meet the SSSA. The four AEIs within Cheshire and Merseyside (C and M) have an established collaborative relationship in developing shared systems to ensure NMC approved programmes comply with regulatory standards. The supervisors and assessors' subgroup from the C and M curriculum and validation group have developed guidance, role descriptors and proposed supporting information on the SSSA, and provide a clear strategy for the implementation process within NMC approved programmes.

Documentary evidence confirms there are clear and comprehensive arrangements in place to prepare practice supervisors, practice assessors and academic assessors for their new roles to meet the SSSA from September 2019.

The SSSA are met at programme level.

The modifications are recommended to the NMC for approval.

Feedback from key stakeholders

Presenting Team

Desktop review. Teleconference with representatives from the programme teams on 4 September 2019.

Mentors, sign-off mentors, practice teachers and employers

Not applicable - Desktop review.

Students

Not applicable - Desktop review.

Service users and carers

Not applicable - Desktop review.

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

None identified

Potential risks to the student learning environment and standards they relate to

None identified

Any other risks to public protection

None identified

Areas for future monitoring

The implementation of the SSSA.

Outcome recommendation

The modifications are recommended to the NMC for approval.

NMC Standards

Please refer to the [Standards of proficiency for nurse and midwife prescribers](#) or NMC circular 02/2009 Annexe 1- [Standards of proficiency for nurse prescribers without a Specialist Practice Qualification to prescribe from the Community Practitioner Formulary](#), current programme specific circulars accessed via the [NMC Website](#) and Section one of the Mott MacDonald [QA Handbook](#).

Achievement of standards

Standard 1 – Requirements for admission to approved education programmes leading to a recordable qualification for nurse/midwife prescribers / for registered nurses to prescribe from the community practitioner formulary

- a) Eligibility to undertake the preparation programme (Specialist Practitioner Qualification/Specialist Community Public Health Nurse Qualification) for community practitioner prescribing from the Nurse Prescribers Formulary for Community Practitioners (CPF).
- b) Eligibility to undertake the preparation programme to prescribe as a nurse independent / supplementary prescriber.
- c) Eligibility to undertake the preparation programme for registered nurses without a specialist practitioner qualification to prescribe from the community practitioner formulary.

What we found:

No changes are made to entry criteria for V100, V150 and V300 programmes.

Changes are made to the application form reflecting the SSSA in the V150 and V300. The application form is common to all AElS in the north west region. The updated form involves identifying a practice supervisor and practice assessor at the admission stage to the programmes. Documentary evidence confirms the practice supervisor and practice assessor will not be the same individual. Within the admission process practice supervisors and practice assessors will be

contacted by the programme team to confirm their role in supporting students and to ensure they are prepared for their role.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

<p>Standard 2 – Eligibility for a recorded qualification as a nurse prescriber (licence as a prescriber)</p>
<p>2.1 Initial record of qualification</p> <p>The Approved Education Institution (AEI) will inform the NMC of a registrants' successful completion of an approved programme of preparation.</p> <p>Upon successful completion of a NMC approved programme of preparation, the registrant is eligible to be recorded as a prescriber in the following categories of:</p> <ul style="list-style-type: none"> • a community practitioner nurse prescriber (SPQ/SCPHN)(V100) • a community practitioner nurse prescriber (V150) • a nurse independent/supplementary prescriber able to prescribe both independently and also as a supplementary prescriber in partnership with an independent medical/dental prescriber and the patient/client (V300). <p>It is only after the qualification has been recorded on the NMC register that a registrant may prescribe.</p> <p>2.2 Subsequent prescribing qualification</p> <p>If a registrant undertakes an educational preparation for prescribing programme as part of a specialist practitioner award it will be recorded on the register that they are qualified to prescribe within the boundaries of the Community Practitioner Formulary.</p> <p>If the registrant undertakes further study as a nurse independent/supplementary prescriber, a further entry must be recorded on the register. This will enable verification of the registrant's prescribing responsibilities should this be required.</p>

<p>The entry codes V100 and V300 indicate from which formulary the practitioner is qualified to prescribe.</p> <p>All registrants must record their prescribing qualification within twelve months of successfully completing the approved preparation programme.</p>	
<p>What we found:</p>	
<p>Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).</p>	
<p>Outcome:</p>	<p>Standard met</p>
<p> </p>	
<p>Date standards met:</p>	<p> </p>
<p>Revised outcome:</p>	<p> </p>
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<p>Standard 3 – Interruption in the preparation of prescribers /nurse prescribers education programme</p>
<p>Nurses undertaking preparation as a community practitioner nurse prescriber (V100) as part of the Specialist Practice Qualification (SPQ) (Community Pathway) or specialist community public health nursing programme must record the full SPQ/SCPHN programme of preparation within five years from the identified start of the programme.</p> <p>Programme providers must ensure that the student’s acquired knowledge and skills remain valid to enable them to achieve the proficiencies set by the NMC, and if necessary to repeat some, or all, of the prescribing preparation and assessment.</p> <p>There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programmes for whatever reason. Programme providers must also ensure that the student’s acquired knowledge</p>

and skills remain valid to enable them to achieve the proficiencies set by the NMC.	
For the purpose of this standard, interruption means any absence from a programme of education other than annual leave, statutory and public holidays.	
What we found:	
Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100). Students on interrupted studies will be transferred to the SSSA on their return to the programme.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 4 – The education provider	
The programme for the preparation of nurse/midwife prescribers will be delivered in Approved Educational Institutions (AEIs) and will have been approved by NMC quality assurance processes. Programme planning teams must include some representation from key stakeholders.	
What we found:	
Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100). Documentary evidence confirms the programme planning team has engaged with students, service users and PLPs to consider this modification.	
Outcome:	Standard met

Date standards met:	
Revised outcome:	

Standard 5 – Academic standard of programme	
The minimum academic level should be no less than first degree (academic level three).	
What we found:	
Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 6 – Length of programmes SPQ/SCPHN	
Registrants who undertake community practitioner nurse prescribing (V100) preparation as part of a Specialist Practitioner Qualification or specialist community public health nursing programme would take on the required study as an integrated part of that programme. The prescribing element of the programme should be clearly identified and approved separately as part of the SPQ/SCPHN.	
Nurse independent/supplementary prescribing	
The length of the educational preparation programme for nurse independent/supplementary prescribers shall be a minimum of 26 days, with an	

additional 12 days of supervised learning in practice. All registrants must undertake both independent and supplementary elements of the programme.

For distance-learning programmes, there must be a minimum of eight face-to-face taught days (excluding assessment). In exceptional circumstances, if this is not practically possible, video-conferencing where interaction between all participants is possible will be acceptable.

Programme documentation must clearly demonstrate how all learning outcomes are met within taught and distance learning aspects of the programme.

Students undertaking a distance-learning programme must be given 10 days protected learning time, in addition to the eight face-to-face taught days, to enable them to develop their skills and competencies as an independent/supplementary prescriber. Protected learning time is defined as a period of 10 days of focused learning to meet the defined content of this programme, where the applicant must not be counted in their employers' staffing numbers. This learning may take place in either practice or academic settings, as appropriate to the content of learning.

Consideration may be given to a registrant's prior experience and learning. However all students must successfully complete all assessment criteria.

What we found:

Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).

Outcome:	Standard met
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Date standards met:	
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Revised outcome:	
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Standard 6 - Length of programme for nurses to prescribe from the community practitioner nurse formulary who do not hold a Specialist Practice Qualification (SPQ)

Registrants who undertake community practitioner nurse prescribing (V150) preparation should undertake ten days study alongside nurses, midwives and specialist community public health nurses undertaking the Nurse/Midwife Independent Prescribing Programme of preparation (26 taught days). In addition they must undertake a minimum of ten days supervised practice. The Community Practitioner prescribing preparation element of the programme should be clearly identified and approved separately as part of the Nurse/Midwife Independent Prescribing programme.

Consideration may be given to a registrant's prior experience and learning, however all students must successfully complete *all* assessment criteria.

What we found:

Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).

Outcome:

Standard met

Date standards met:

Revised outcome:

Standard 7 – Student support

The designated leader for all programmes of preparation for prescribers must hold a NMC recorded teaching qualification. The pharmaco-therapeutic element of the programme must be taught by a pharmacist, healthcare professional or scientist with an appropriate qualification in pharmacology. Members of the wider prescribing teaching team should include non-medical prescribers who hold a recorded prescribing qualification and have relevant experience, including in specialist fields of practice.

The Lead Midwife for Education is expected to work with the programme lead for prescribing to ensure adequate support for student midwives.

The practice assessor for those undertaking a programme of preparation as part of a Specialist Practice Qualification should be a practising prescriber.

A designated medical practitioner (DMP) must provide support to students on a nurse independent/supplementary prescribers programme of preparation.

The DMP must be sufficiently impartial to the outcome for the student and, wherever possible, should not be the same person sponsoring the student to undertake the programme.

The DMP is also expected to work in collaboration with the Lead Midwife for Education and the student's personal tutor where relevant.

What we found:

The standard is modified to reflect the SSSA.

The four universities in the C and M university consortium have an established collaborative relationship in developing shared documents which include practice supervisor, practice assessor and academic assessor roles and preparation materials. There is a north west non-medical prescribing education group collaborative which meets bi-monthly and oversees the implementation of the SSSA in prescribing programmes. Practice supervisors and practice assessors are clearly identified in the prescribing practice assessment documentation (PAD). The academic assessor is clearly identified on the front page of the PAD.

The UoC provide generic documents for the preparation and guidance for the roles of practice supervisor, practice assessor and academic assessor. Specific handbooks for the V100, V150 and V300 and practice assessment documentation identify roles and responsibilities of practice supervisor, practice assessor and academic assessor.

It is explicit in the documentation that the practice assessor must be a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking.

Documentary evidence and discussion confirms the UoC will undertake preparation of academic staff with due regard for the academic assessor role. There are five academic members of staff with V300 qualifications who will undertake the role of academic assessor. Additionally, they must have or be working towards a recognised teaching qualification (postgraduate certificate) and have or be working towards fellowship of the higher education academy. All the prescribing academic assessors are educated to master's level and beyond or working towards and have either a postgraduate diploma or postgraduate certificate in professional education.

There is only one part to the prescribing programme, therefore the practice assessor and academic assessor are the same person throughout.

There is a cross approved education institution (AEI) online practice assessment record and evaluation system (OPARE) that is adapted in preparation for the implementation of the SSSA. This will record and monitor the number of practice supervisors and practice assessors in each practice learning placement. This system will ensure practice supervisors and assessors are not the same person. The appraisal tool to assess the capacity of the practice learning environments to support effective practice learning has been updated and complies with the SSSA.

Preparation workshops for practice assessors and supervisors are delivered to all PLPs on a rolling programme basis during July and early September 2019. These workshops will now become a part of each PLP's existing mandatory annual training. This will enable monitoring of progress and introduce new staff to the SSSA and facilitate ongoing development. Academic links in practice (ALPs) will be working in collaboration with the practice education facilitators (PEFs) to deliver the workshops and support and monitor progress. All existing designated medical practitioners (DMPs) will be informed of changes and be invited to a prescribing practice assessor workshop. These practice assessor workshops will be open to both practice supervisors and practice assessors of prescribing programmes and will be available at the start of each programme cohort.

Documentary evidence confirms all students on the prescribing programmes will be introduced to the SSSA as part of the induction to the programme. This information about the SSSA will be provided to any student returning from interrupted studies.

A timeline is developed to support the relationship and communication methods between practice supervisor, practice assessor and academic assessor on the V300 and V150 programmes at designated points throughout the practice placement and programme.

Students undertaking the V100 programme which is integrated as part of either a specialist practice or specialist community public health nursing (SCPHN) programme also have designated points where the practice supervisor, practice assessor and academic assessor responsibilities are identified to monitor and record student progress and assessment. The academic assessor will work collaboratively with the student's nominated practice supervisor and practice

assessor to discuss student conduct, proficiency and achievement. Recommendations for student progression will be discussed through face-to-face and teleconferences of Skype calls.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 8 – Balance between practice-based learning and theory	
Throughout the duration of the programme students are expected to apply principles of prescribing to their practice and reflect on this through a learning log or portfolio to ensure integration of theory and practice. However, they may not prescribe until they have successfully completed the programme and have recorded the relevant qualification with the NMC.	
What we found:	
Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 9 – Aim and learning outcomes

The aim and learning outcomes, set out below, for the preparation of community practitioner (SPQ/SCPHN) nurse prescribers (V100), for the preparation of nurses to prescribe from the community practitioner nurse formulary (V150) and nurse independent/supplementary prescribers (V300) are the same, with the exception of the last point under learning outcomes, 'Producing a clinical management plan' which is applicable to supplementary prescribers only.

Aim

The education programme aims to prepare nurses, midwives and specialist community public health nurses to prescribe safely, appropriately and cost-effectively from either the community practitioner formulary for nurse prescribers or as an independent/supplementary nurse prescriber.

Learning outcomes

The learning outcomes of the programme are set at minimum degree level and enable the practitioner to:

- assess and consult with patient/clients, clients, parents and carers
- undertake a thorough history, including medication history and current medication (including over-the-counter, alternative and complementary health therapies) to inform diagnosis
- understand and apply the relevant legislation to the practice of nurse/midwife prescribing
- critically appraise, use sources of information/advice and decision support systems in prescribing practice
- understand the influences that can affect prescribing practice, and demonstrate your understanding by managing your prescribing practice in an ethical way
- understand and apply knowledge of drug actions in prescribing practice
- demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines
- prescribe safely, appropriately and cost effectively
- practise within a framework of professional accountability and responsibility
- develop a clinical management plan within legislative requirements (supplementary prescribing only).

Programme content

The programme content for community practitioner (SPQ/SCPHN) nurse prescribers differs to that of the nurse independent/supplementary prescribers

and each programme should reflect the formulary from which a qualified registrant may prescribe and the level of study required.

The programme content for the educational programme to enable nurses to prescribe from the community practitioner nurse formulary who do not hold a SPQ should reflect the level of study required to prescribe from the community practitioner formulary.

What we found:

Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).

Outcome:	Standard met
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Date standards met:	
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Revised outcome:	
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Standard 10 – Assessment of nurses undertaking prescribing preparation, forming part of the Specialist Practitioner Qualification (SPQ)/Specialist Community Public Health Nursing (SCPHN)

Registrants undertaking educational preparation programmes to prescribe from the Community Practitioner Formulary, and subsequent recording of this qualification, must meet the assessment requirements for the SPQ/SCPHN programme and must successfully complete a written examination to demonstrate that they have met the required learning outcomes relevant to the scope of their prescribing responsibilities.

The written examination should consist of a total of twenty, short answer and multi-choice questions (MCQ) to test pharmacological knowledge and its application to practice. Understanding of ethical issues, legal issues, team working, record keeping, writing a prescription and numeracy – and how these apply to prescribing practice – may be achieved within the wider SPQ/SCPHN programme. How these learning outcomes are met must be confirmed at any approval event.

All Approved Education Institutions (AEIs) must map the registrant's achievement of competencies throughout the assessment process and clearly indicate criteria for referral. If a registrant fails to correctly answer any question that may result in direct harm to a patient/client they must be referred, e.g. failure to ask about medication history, allergies, any over the counter medication, or incorrect dosage/prescribing of an unlicensed product.

What we found:

Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100). UoC is adopting the RPS competency framework in the practice assessment document. Mapping is provided to the RPS competencies, the NMC (2006) competencies and the V100 programme learning outcomes. Therefore, the NMC (2006) Standards continue to be explicitly addressed.

The PAD is updated to reflect the requirements of the SSSA.

Outcome:	Standard met
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Date standards met:	
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Revised outcome:	
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Standard 10 - Assessment of nurses to prescribe from the community practitioner nurse formulary who do not hold a SPQ qualification

Registrants without a SPQ qualification undertaking educational preparation programme to prescribe from the Community Practitioner Formulary, and subsequent recording of this qualification, must meet the assessment requirements for the SPQ/SCPHN educational preparation of prescribing programme and must successfully complete a written examination to demonstrate that they have met the required learning outcomes relevant to the scope of their prescribing responsibilities.

The written examination should consist of a total of twenty, short answer and multi-choice questions (MCQ) to test pharmacological knowledge and its application to practice.

In addition they must undertake an additional assignment in the form of an essay/portfolio that demonstrates an understanding of ethical issues, legal issues, team working, record keeping, writing a prescription and numeracy - and how these apply to prescribing practice.

All Higher Education Institutions (HEIs) must map the registrant's achievement of competencies throughout the assessment process and clearly indicate criteria for referral. If a registrant fails to correctly answer any question that may result in direct harm to a patient/client they *must* be referred, e.g. failure to ask about medication history, allergies, any over the counter medication, or incorrect dosage/prescribing of an unlicensed product.

What we found:

Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100). UoC is adopting the RPS competency framework in the practice assessment document. Mapping is provided to the RPS competencies, the NMC (2006) competencies and the V150 programme learning outcomes. Therefore, the NMC (2006) Standards continue to be explicitly addressed.

The PAD is updated to reflect the requirements of the SSSA.

Outcome:	Standard met
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<i>Date standards met:</i>	
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Revised outcome:	
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Standard 11 – Assessment of nurse independent/supplementary prescribers

Registrants undertaking educational preparation to prescribe as nurse independent/supplementary prescribers, and subsequent recording of this qualification, must successfully complete a range of assessment strategies to demonstrate that they have met the required learning outcomes relevant to the scope of their prescribing responsibilities.

Competence will be demonstrated through an assessment of theory and practice. Each student must maintain a portfolio of assessment and achievement of the stated learning outcomes. A range of assessment strategies must be employed to test knowledge, decision-making, and the application of theory to practice. Students must undertake and successfully complete all assessments.

These are:

- a) a portfolio or learning log that demonstrates application of theory to practice, and provides rationale for prescribing decisions and reflective practice. It should include evidence of numeracy skills, writing prescriptions and prescribing in a range of scenarios
- b) either an Objective Structured Clinical Examination (OSCE), which is a systematic and detailed examination of practice within a simulated learning environment (such as a skills laboratory or centre), or a systematic and detailed examination of practice in a setting relevant to the registrants area/field of practice, or a video consultation in a live practice setting. It will be the responsibility of the registrant and the designated medical practitioner to ensure that necessary legal requirements are obtained for consent from patient/clients
- c) satisfactory completion of the period of practice experience, including sign off by the designated medical practitioner and the employer that the student is competent to prescribe medicines in their area of practice
- d) a written final examination that consists of a total of twenty, short answer and multi-choice questions (MCQ) to test pharmacological knowledge and its application to practice. Students must achieve a minimum 80 percent pass
- e) numerical assessment within the context of prescribing practice. Students must achieve a 100 percent pass

If a registrant fails to answer correctly any question that may result in direct harm to a patient/client they must be referred

What we found:

Overall there is no change to these standards since the previous re-approval. However, the UoC has chosen to adopt the RPS competency framework within its PAD. A mapping has been provided to map the RPS competencies to the

NMC (2006) competencies and the programme V300 learning outcomes. Therefore, the NMC (2006) standards continue to be explicitly addressed.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standards for prescribing practice:	
What we found:	
Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standards of proficiency:	
What we found:	
Unchanged since original approvals in 2012 (V150 and V300) and 2013 (V100).	
Outcome:	Standard met

Date standards met:	
Revised outcome:	

NMC Circular 03/2011 - Resources to support programme intentions	
Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.	
What we found:	
Documentary evidence and discussion with the UoC provides assurance that resources are in place in the university and associated PLPs to support the programmes and implement and support the SSSA requirements. A partnership agreement is updated and signed by the C and M university consortium dated 30 May 2019.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Evidence and references list	
Academic assessor template version three, undated	
Practice assessor template version two, undated	

Practice supervisor template version three, undated
NWPEG terms of reference, dated February 2019
C and M partnership agreement, 30 May 2019
NWPEG fact sheet about transfer from mentor to practice supervisor and assessor, undated
Academic assessor handbook, undated
Practice assessor preparation handbook, undated
Practice supervisor preparation handbook, undated
Academic assessor learning outcomes; understanding professional assessment of learners in practice learning outcomes, undated
Learning outcomes for understanding professional supervision of learners in practice, undated
Academic in place audit system user guide 2018, undated
UoC faculty practice learning committee (terms of reference) 2018-2019, undated
Consultation letter to stakeholders, undated
Educational leads meeting notes, 20 May 2019
NMC supervision assessment practice organisation checklist, undated
NWPEG academic assessor self-declaration form, undated
NWPEG practice supervisor self-declaration form, undated
NWPEG practice assessor self-declaration form, undated
Overview of student supervision and practice assessment models in C and M, undated
NMP competency tool (CAT), dated 2018-19
NMP competency tool (CAT), revised 2019-20
NMP DMP handbook, 2018-19
NMP DMP handbook, revised 2019-20
NMP programme handbook level 6 and 7, 2018-19
NMP programme handbook level 6 and 7, revised 2019-20
V100 NMP competencies, September 2018
V100 NMP competencies, revised September 2019
V150 NMP competencies, September 2018
V150 NMP competencies, revised September 2019

NMP V300 supplementary application form, revised 2019
 NMP application form, 2018
 NMP application form, revised 2019
 V150 application form, revised 2019
 V150 application form, 2018
 Mapping document providing evidence of how the SSSA (NMC, 2018) apply to the programme, May 2019
 Proposed strategy to prepare practice supervisors and assessors, undated
 Practice learning handbook for practice supervisors and assessors specific to the programme, 2019
 Academic assessor focused information specific to the programme, undated
 V100 mapping of RPS competencies to module learning outcomes and NMC (2006) standards, undated
 V150 mapping of RPS competencies to module learning outcomes and NMC (2006) standards, undated
 V300 mapping of RPS competencies to module learning outcomes and NMC (2006) standards, undated

Personnel supporting programme approval

Members of Approval Panel

Not applicable - Desktop review

Programme Presenters

QA visitor had a teleconference on 4 September 2019 with the following:

- Senior lecturer and programme leader for non-medical prescribing
- Head of public health and wellbeing
- Deputy head of public health and wellbeing
- Senior lecturer and programme leader for district nursing
- Senior lecturer and module leader for V150 and V100
- Senior lecturer and SCPHN programme leader
- Senior lecturer and module leader for V300

Were any service providers visited?					
<i>Not applicable - Desktop review</i>					
Meetings with others					
Mentors / sign-off mentors					
Practice teachers					
Service users / Carers					
Practice Education Facilitator					
Director / manager nursing					
Director / manager midwifery					
Education commissioners or equivalent					
Designated Medical Practitioners					
Other (please specify)					
<p>If there were no representatives present during the approval event please state why:</p> <p>Not applicable - Desktop review</p>					
Meetings with students					
Nursing					
Adult		Year 1	Year 2	Year 3	Year 4
Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4

Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	
Midwifery (18 month)		Year 1	Year 2		
SCPHN		HV	SN	OH	FHN
Learning and Assessment in Practice		Mentor		Practice Teacher	Teacher
Nurse Prescribing		V100	V150	V300	
Specialist Practice		Adult	Mental Health	Children's	
		Learning Disability	General Practice Nursing	Community Mental Health Nursing	
		Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing	
Additional evidence viewed					

No additional evidence was viewed.

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