Programme approval visit report

Section one

Programme provider name:	University of Cumbria (Lancaster Campus)
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust Blackpool Teaching Hospitals NHS Trust East Lancashire Hospitals Trust North Cumbria Integrated Care NHS Foundation Trust Lancashire Teaching Hospitals NHS Trust University Hospitals of Morecambe Bay NHS Foundation Trust Private, voluntary and independent health care providers
Programme(s) reviewed: Programme: Independent and Supplementary Nurse Prescribing Title of programme: Independent/Supplementary Prescribing for Nurses and Midwives (V300) Level 6; Independent/Supplementary Prescribing for Nurses and Midwives (V300) Level 7 Programme start date: 1 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Programme: Community practitioner nurse prescribing V150 Title of programme: Prescribing for Community Practitioner Nurses and Midwives (V150) Programme start date: 1 September 2020 Academic level(s): England, Wales, Northern Ireland: Level 6	
Date of approval	29 April 2020
QA visitor(s):	Registrant Visitor: Mark Lovatt

Summary of review and findings
The University of Cumbria (UoC) has presented the independent and supplementary nurse prescribing (V300) and the community practitioner nurse prescribing (V150) programmes for approval against the Nursing and Midwifery Council (NMC) Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescribers (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers, 2016) (NMC, 2018). The V300 programme will be delivered at academic levels six and seven usually, over a period of six months, part-time, comprising 40 academic credits. The V150 will be delivered at level six, usually over a period of six months, part-time, comprising 20 academic credits. The independent and supplementary nurse prescribing programmes are jointly approved by the Health and Care Professions Council (HCPC).   There is evidence of partnership between UoC and practice learning partners (PLPs) at an operational and strategic level. There is evidence of satisfactory communication processes between the school and PLPs which ensure that governance arrangements are in place to support the delivery of the programme. There is evidence of service user and carer (SUC) engagement. The SPP (NMC, 2018) and the RPS competency framework for all prescribers are clearly detailed in the documentation and mapped to the programme.   The Standards framework for nursing and midwifery education (SFNME) is met at programme level.   The Standards for student supervision and assessment (SSSA) are met at programme level.   The programmes are recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval
	Effective partnership working: collaboration, culture, communication and resources: None identified

Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	Continued SUC involvement in the ongoing development, delivery and evaluation of the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

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

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

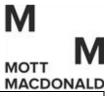**Standard 4: Practice supervisors: contribution to assessment and progression:**
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression
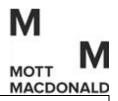
Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria

There's extensive documentary evidence of consultation with students, SUCs and PLPs. Co-production of the programme is evident and is confirmed at the approval visit. PLPs tell us there's been partnership engagement at strategic and local levels with UoC. We found good evidence of partnership working between UoC and PLPs for the preparation to supervise and assess students to meet the NMC SSSA. Audit processes are in place to assure that learning environments are regularly reviewed and that the practice experience is safe and effective. Roles and responsibilities for the nominated person, practice supervisors, practice assessors and academic assessors are clearly defined in the practice assessment documents and module handbooks. A final verification of competency is signed by the practice assessor, academic assessor and the student's manager/prescribing lead. According to the documentation there is a planned approach to support practice learning, whereby the academic assessor will meet with practice assessors to discuss and provide feedback on student progress towards achieving RPS (2016) competencies. The teaching team has a multi-professional background including nurses from different fields of practice, a newly appointed pharmacist and the lead midwife for education (LME).

Students from all programmes and all levels seeking approval confirm documentary and narrative evidence given by the approved education institution (AEI) regarding admission requirements and quality assurance processes. Students confirm the application process contains checks on their suitability and acts as a method of ensuring they meet the required professional standards. Students confirm that details for their suitability to undertake the programme is in line with the standards for selection and admission. Students say they feel that practice is a safe and supportive learning environment. Students are satisfied with the level of communication between themselves and practice placements during the programme. Students feel supported both academically and in the practice learning environment. Students tell us their achievement is monitored throughout the programme and assessment of their competencies for all programmes on completion is relevant. Students confirm SUC feedback is included in their practice assessment document. Students tell us that there are regular meetings and opportunities to feedback to tutors about any student concerns or to give their perspectives.

Students tell us they're involved in mid and end point evaluations and feel they are heard, and that their opinions are used to develop the programmes. Students tell us they have no problems accessing the support of practice supervisors and assessors and they know how to raise and escalate concerns and have been given guidance on this.

SUCs indicate specific areas where they contribute to programme recruitment, ongoing development and evaluation and they say its evidence of partnership working. The SUC has engaged with the programme leader to emphasise the role of the patient as a stakeholder in the prescribing course. The SUC put together a teaching package which is used in the course content. The SUC is fully aware of programme developments and changes made to meet current standards. The SUC is involved with the design and format of application form.

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

Met

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

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:
N/A

Student journey through the programme
Standard 1 Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 ensure that the applicant is a registered nurse (level 1), a registered midwife or a SCPHN before being considered as eligible to apply for entry onto an NMC approved prescribing programme R1.2 provide opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non- NHS employed registrants) to apply for entry onto an NMC approved prescribing programme R1.3 confirm that the necessary governance structures are in place (including clinical support, access to protected learning time and employer support where appropriate) to enable students to undertake, and be adequately supported throughout, the programme R1.4 consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers R1.5 confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and academic ability to study at the level required for that programme R1.6 confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas: R1.6.1 Clinical/health assessment R1.6.2 Diagnostics/care management R1.6.3 Planning and evaluation of care R1.7 ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme **Note: Education institutions and their practice learning partners may**

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

Met

R1.3 is met. There's a methodical approach to the application process which acts as a confirmation of student suitability to undertake the prescribing programmes and meet the SPP. A comprehensive application form is used to provide this information. Applicants must have employer support and their managers are required to sign to confirm clinical competence and that practice learning will be protected. There must be confirmation that a practice supervisor and practice assessor is identified and that they meet the requirements of SSSA. Organisational non-medical prescribing (NMP) leads identify the practice supervisors and assessors for the student and sign to confirm governance

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

arrangements are in place. Self-funding and self-employed students are required to submit additional information that details the governance structures in more detail to confirm that they have appropriate access to practice support in line with the SSSA. All practice learning areas are subject to an audit process to ensure that it is safe and effective. All such audits are reviewed by the programme team.

Each practice supervisor and practice assessor is prepared and reviewed with regards to their competency and currency and training is put on to keep these individuals updated. This is monitored by the PLP prescribing leads who act as a gatekeeper as to who performs the role of practice supervisor and practice assessor. A register of these individuals is held by each PLP, for self-employed and independent sectors this register is kept by the UoC. Each practice learning environment also has an identified nominated person who is responsible for ensuring practice learning is protected. NMP leads and service managers tell us about the process of selection before an application to the programme. Applications are screened by NMP leads or managers, who assess the student's competency in their clinical area and act as a signatory for them. This is assessed on an individual basis. Applicants are only put forward if they are deemed competent and there is a service need. All applications are reviewed by the relevant programme lead.

Students are encouraged throughout programmes to seek support from the relevant programme leader if issues arise with lack of support or allocated learning time. Students tell us they have no problems accessing this support, or their practice supervisors and assessors; they know how to raise and escalate concerns and have been given guidance on this. The assessment requirements are clearly articulated within the programme documents with a flow chart detailing when the assessments are to be completed.

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)
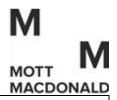
Yes

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**

Due to timelines, all existing students will have completed current programmes. There are no current students on interrupted studies. Any current students that subsequently have their studies interrupted will be managed by action planning on an individual basis. There's documentary evidence of a process for managing any students' transfers to the proposed programmes.

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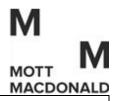
Yes

Outcome
Is the standard met?   *Met*   **Date: *29 April 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 2 Curriculum

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

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

There is evidence that the programme is designed to fully deliver the competencies set out in the RPS Competency Framework for all Prescribers, as necessary for safe and effective prescribing practice (R2.2).

Yes

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

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

Met

R2.3 is met. The teaching team includes experienced lecturers who are also nurse prescribers, the LME and a qualified pharmacist. The teaching, learning and assessment strategy is clearly detailed in the programme specifications, module descriptors and in the student facing handbooks. Content applies theory to practice and teaches different programmes and academic levels together where appropriate. The prescribing programmes are delivered using a variety of strategies including interactive lecture activities, peer-to-peer learning, tutor-led sessions, group work and online activities to address the needs of all learners. Formative assessments are used at set points in the programmes so that students and the teaching team can assess progression. All programmes are designed to support students to achieve the RPS competency framework for all prescribers and programme outcomes. Students are required to complete periods of supervised practice to complete the RPS prescribing competencies. The programme documentation stresses the importance of placing theoretical learning in context and using evidence-based practice. Programme specifications are explicit and RPS competencies are mapped and assessed in the practice assessment documentation. The programme is open to nurses, midwifes and allied health professionals (V300) and there's opportunity for inter-professional learning in the V300 programme. Inter-disciplinary learning is encouraged in the V150 programme during groupwork and workshop sessions.

Teaching is based on a blended learning approach and students can access their timetables, preparatory materials, presentations and classroom resources via an online virtual learning platform. Additional resources are available to students

through this platform. These focus on learning related to the RPS competencies, reflecting on learning needs and practice development. Students receive support in navigating the virtual learning environment (VLE) and will have formative and summative assessments using this platform. Online discussion groups and forums are used to engage students, and participation in these is monitored by the programme team. Students tell us they're happy with teaching approaches used and value the use, and flexibility, of the VLE. Students felt the use of online materials included in the programme was proportionate. Student tutorial support is available as an individual appointment or group tutorials during the duration of the programmes. Students can contact lecturers via the university's email system.

The V150 programme consists of eight days of scheduled theoretical learning and 65 hours (approximately 10 days' equivalent) of protected learning, supervision and assessment in clinical practice over two semesters.

The V300 consists of 26 days of scheduled theoretical learning and 90 hours (12 days equivalent) of protected learning, supervision and assessment in clinical practice over two semesters.

There are contingency plans in place for students who do not attend all contact days. An attendance register is taken and if sessions are missed, individual action plans are put in place to ensure students are not disadvantaged.

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 not delivered in Wales.

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

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date: *29 April 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 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 <u>Standards for student supervision and assessment</u>

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 <u>Standards for student supervision and assessment</u>

Evidence provides assurance that the following QA approval criteria are met

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

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

Met

R3.1 is met. Documentary evidence and discussion at the approval visit confirm that suitable processes are in place to ensure effective governance in practice for all students. This is an integrated process and happens from the point of application. A member of the programme team verifies all applications. NMP leads and managers tell us that they are involved in the selection of candidates for the programme and confirmed that practice supervisors and assessors must be identified at the application stage and prepared for their role. There is a regional approach to this for NHS applicants and they are only put forward after consultation. All programmes of preparation make specific mention of private, voluntary and independent sectors and self-employed applicants. For self-funding and self-employed students, they are required to submit additional information that

NMC Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

M M MOTT MACDONALD

details the governance structures in more detail and confirm that they have appropriate access to clinical support. All PLPs are asked to confirm that there is sufficient resource to support student learning for the prescribing programmes from application to programme completion. There's a timeline of transition ensuring enough nominated practice supervisors and practice assessors are available prior to the start of these programmes. PLPs tell us that they spend time with students whilst they are on the programmes.

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

Yes

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

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

Met

R3.3 is met. Blackboard is the university's VLE. Documentary and narrative evidence from the approval visit demonstrates how technology enhanced and simulation-based learning opportunities are used within the programme. These are carefully curated on the VLE and contain resources that have been developed by SUCs. The VLE is also used to encourage peer learning through facilitated online discussion. There is documentary evidence of exercises set for students to access and complete on the VLE and clear links are made to other resources and the relevant learning outcomes. Students tell us that they value the online component of the course and that these learning opportunities are used effectively and proportionately. Students tell us that the VLE is easily accessed on and off campus and it provides flexible learning opportunities. SUCs contribute to the development of prescribing specific scenarios enabling exposure to real examples for classroom discussion.

Additionally, there is a virtual folio of information available for practice supervisors and assessors to provide further information in support of their roles in the programme.

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

Yes

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

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome

Is the standard met?

Met

Date: *29 April 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 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 <u>Standards framework for nursing and midwifery education</u>

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

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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

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

R4.5 ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for theprogramme 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. Programme mapping documentation complies with the SFNME. Documentary evidence confirms that student progression in practice is supported by a practice supervisor and practice assessor in all prescribing programmes. Minimum requirements for protected learning time are stipulated for each programme. These hours are logged in the practice assessment document. Template letters to invite students to initial, mid-point and final meetings between student and practice assessor are provided online for practice assessors to access. This process where there is a minimum requirement for three such meetings are included for all programmes. There is a timeline for this process which is made clear in the student facing documentation. Students tell us they are expected to reflect on the outcomes of these meetings and give feedback on their development. Once these meetings have taken place these are recorded in the practice assessment document. Mid-way assessment provides opportunity to formatively assess student achievement and revise learning contracts, guiding students towards completing all programme outcomes and proficiencies. There's reference in programme handbooks that outlines responses for dealing with concerns in practice and escalating these. When there are concerns or episodes where practice placements break down, students are directed to contact the nominated person, link lecturer, practice education team and/or programme leader. This process applies to self-employed students.

Successful completion of programme outcomes and proficiencies in the portfolio is signed off by the student's practice assessor, manager and academic assessor. Students tell us their employers are supportive and ensure they get identified time to learn. Students feel academic teaching staff support their needs in practice by liaising with PLPs who visit them in practice. Student feedback is also received through the programme team meetings and wider network of NMP leads within the north-west regional meetings.

The academic assessor for each prescribing programme is a suitably prepared and eligible member of the prescribing programme academic team and is allocated at programme commencement. The academic assessor monitors the student's progress and has scheduled liaison with their practice assessor.

There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles. (R4.2)

Met

R4.2 is met. Documentary evidence and discussion at the approval visit confirm arrangements for identifying and preparing practice assessors and practice

supervisors. The programme team say preparation arrangements for practice supervisors, practice assessors and academic assessors are delivered by the AEI. Practice supervisors and practice assessors cannot commence their role without attending this programme of preparation. This applies to those nominated to support students who are self-employed. Preparation programmes are delivered by face-to-face sessions with options for Skype, telephone conversations or online delivery. This gives greater opportunities for staff to access preparation content. PLPs tell us they are satisfied that practice supervisors and practice assessors are suitably prepared to undertake their roles in supporting students.

Most of the learning environments in which students are placed are audited and reviewed by UoC during the practice of regular audits performed with established PLPs. The practice learning environment suitability for this programme is further confirmed during the admission process and all applications are accompanied by a self-audit. Any sites not on the regular audit cycle, or those that potentially indicate risk, may be subject to further scrutiny or follow up site visits. If any area is assessed as unsuitable and does not meet requirements, students will not undertake their practice learning in that area. No application can proceed without a satisfactory audit. This is confirmed by the programme lead.

Students tell us that they are asked for feedback on their practice learning experience through evaluations at the mid-point and at the end of the programme. These are reviewed by the programme lead. Any area that indicates risk is subject to review and audit and potentially another suitable placement would be arranged to maintain the integrity of the learning experience. Students also tell us they are aware of how to raise concerns about their practice learning at any point in the programme if necessary.

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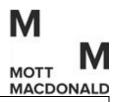
Yes

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

Yes

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

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

Met

R4.5 is met. Documentary evidence confirms there's guidelines and processes in place to assign each student a practice assessor who is a registered healthcare professional and an experienced prescriber prescribing in the same field of practice as the student. The application process provides evidence that students identify their practice assessor prior to commencement. The practice supervisor and practice assessor handbook contains definitions outlining the experience and qualifications required for practice assessors in the V300 programme. There's a process for managing exceptional circumstances where the same person fulfils practice supervisor and practice assessor roles. The programme team say this is identified at the point of application and closely monitored by the programme lead. The proposed timeline for liaison between academic assessor and practice assessor is detailed in student facing practice assessment documentation. The academic assessor and practice assessor have scheduled communications about a student, as a minimum, at commencement, at the mid-point and at the end of the programme.

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: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met Please provide narrative for any exceptions

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *29 April 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 asa 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 <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome
Is the standard met? *Met* **Date: *29 April 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):

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Practice placement handbook	Yes
PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions	Yes
List additional documentation: Practice supervisor and practice assessor preparation PowerPoint, February 2020 Practice assessment flowchart V300, April 2020 Practice assessment flowchart V150, April 2020 Academic assessor self declaration form, April 2019 Application form for V150 community practitioner nurse prescribing, February 2020 Application form for V300 independent/supplementary prescribing, February 2020	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

During the visit the visitor(s) met the following groups	Yes/No

Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Five students V300 prescribing (level six) One student V300 prescribing (level seven) One student V150 (level six)	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	Yes
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Visits to these areas/facilities not required as UoC is an established AEI.	
Additional comments:	

Mott MacDonald Group Disclaimer
This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose. We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.
Issue record
Final Report

Author	Mark Lovatt	Date	10 May 2020
Checked by	Pamela Page	Date	22 May 2020
Submitted by	Amy Young	Date	2 June 2020
Approved by	Leeann Greer	Date	5 June 2020