Programme approval visit report

Section one

Programme provider name:	King's College London
In partnership with: *(Associated practice learning partners* *involved in the delivery of the* *programme)*	Guy's and St Thomas' NHS Foundation Trust Central London Community Healthcare NHS Trust Central and North West London NHS Foundation Trust Imperial College Healthcare NHS Trust Chelsea and Westminster NHS Foundation Trust Oxleas NHS Foundation Trust King's College Hospital NHS Foundation Trust Kingston Hospital NHS Foundation Trust Royal Brompton and Harefield NHS Foundation Trust Royal Free NHS Foundation Trust St Georges NHS Foundation Trust Barts Health NHS Trust University College London Hospitals NHS Foundation Trust Lewisham and Greenwich NHS Trust Epsom and St Helier NHS Trust NHS Waltham Forest CCG NHS Lambeth CCG Private, voluntary and independent health care providers

Programme(s) reviewed:

Programme: Independent and Supplementary Nurse Prescribing
Title of programme: Community Practitioner Prescribing from the Nurse
Prescribers' Formulary
Programme start date: 5 January 2021

Academic level(s):
England, Wales, Northern Ireland:
Level 7

Programme: Community Practitioner Nurse Prescribing V100
Title of programme: Community Practitioner Prescribing from the Nurse
Prescribers' Formulary
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Programme: Community practitioner nurse prescribing V150
Title of programme: Community Practitioner Prescribing from the Nurse
Prescribers' Formulary
Programme start date: 14 September 2020

Academic level(s):
England, Wales, Northern Ireland:
Level 6
Level 7

Date of approval	31 March 2020
QA visitor(s):	Registrant Visitor: Heather Bain

Summary of review and findings
King's College London (KCL) is an established approved educational institution (AEI). The faculty of nursing, midwifery and palliative care (the faculty) present the independent and supplementary prescribing (V300) and the community practitioner nurse (or midwife) prescriber (V100 and V150), programmes for NMC approval.

The programmes are mapped against the NMC Standards for prescribing programmes (SPP) (NMC, 2018) with adoption of the Royal Pharmaceutical Society (RPS, 2016) competence framework for all prescribers. The V300 award prescribing for nurses and midwives, is delivered at academic level seven as a stand-alone 60-credit module over six months. Students can undertake the award within the MSc advanced clinical practice programme; 40 percent of the programme delivery is shared with pharmacy students undertaking the pharmacist prescribing programme.

Prescribing from the community practitioners formulary at academic levels six and seven is a 15-credit joint V150 and V100 module. V100 is delivered within the BSc and postgraduate diploma specialist community public health nursing (SCPHN) programme and the postgraduate diploma in advanced practice district nursing specialist practitioner (SPQ DN) programme. Qualified school nurses, health visitors and district nurses without the V100 award can access the module on a standalone basis. The V150 award is a standalone module delivered over three months.

There's evidence of a commitment to effective communication and partnership working with all key stakeholders. There's evidence of sound engagement with practice learning partners (PLPs), students and service users and carers in the development of the programmes.

Arrangements at programme level don't meet the Standards for nursing and midwifery education (SFNME).

Arrangements at programme level don't meet the Standards for student supervision and assessment (SSSA).

The programmes are recommended for approval subject to two NMC conditions. The university made one condition.

The visit is undertaken remotely during the Covid-19 pandemic.

Updated 29 May 2020: |

Evidence is provided to meet the two NMC conditions. KCL confirm the university condition is met. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
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.*	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** Condition one: Review the programme admissions process for self-employed and non-NHS applicants to ensure appropriate clinical governance is in place prior to students enrolling on the V300 programme. (SFNME R2.6; SSSA R1.4; SPP R1.3, R3.1) **Practice learning:** None identified **Assessment, fitness for practice and award:** Condition two: Review all programme documentation to ensure the assessments are explicitly detailed and how they map to each of the programmes learning outcomes. (SFNME R5.11; SPP R4.1, R4.9) **Education governance: management and quality assurance:** Condition three: Provide a final set of curriculum documentation, including module descriptors and practice assessment documents, which addresses the inconsistencies. (University condition)
Date condition(s) to be met:	29 May 2020

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Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

KCL submitted evidence to demonstrate the conditions are met.

Application pathways have been developed to ensure prescribing practice learning environments including those for self-employed and non-NHS employed applicants have governance structures in place. The pathways confirm all governance arrangements are in place prior to self-employed and non-NHS employed students enrolling onto the V300 programme.

Condition one is met.

A breakdown of the assessment contribution is included in revised module descriptors. Revised module handbooks have been updated to include mapping to indicate how each learning outcomes is assessed.

Condition two is met.

The programme is recommended for approval.

AEI Observations	Observations have been made by the education institution
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	29 May 2020

Section three

NMC Programme standards

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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)

QA Handbook (October 2018)

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

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

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

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of

communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

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

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

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

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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

Documentary evidence and the approval process confirms there's effective partnership working between KCL and key stakeholders including PLPs, service users and carers and students, in the development, delivery and evaluation of the programmes at strategic and operational levels. Policies and processes are in place to support a partnership approach to the development and future delivery of the programmes. There's specific prescribing networks; the programme management committee and the independent prescribers steering group ensure further partnership working. PLPs tell us programme teams meet with trust prescribing leads and confirm there's effective working across all programmes.

There's evidence of partnership working between KCL and PLPs in managing the practice learning environment. Documentary evidence and the approval process confirms there's preparation of practice supervisors and practice assessors to meet the SSSA. Programme teams tell us there's a planned joint approach to support practice learning. Programme teams liaise with practice assessors to discuss and provide feedback on student progression towards achieving the RPS

competencies.

KCL have an established service user and carer and public involvement strategy. There's documentary evidence of robust service user and carer co-production across the programmes. The development of the V300, V100 and V150 programmes is informed by the outcome of a service users and carers survey to identify their understanding of the important factors associated with nurse prescribing. The involvement of service users and carers in the programmes is ongoing; the service partner and service user liaison committee meet each term to review current provision, future delivery and to evaluate the programmes. Service users and carers confirm their involvement in the development of the programmes and tell us they contribute through sharing their stories with students on all programmes. Service users and carers provide direct feedback on student performance in practice learning environments. Evidence of the involvement of service users and carers in the assessment of students is recorded in the practice portfolio. Practice assessors and practice supervisors use service user and carer feedback to inform formative and summative assessment of practice. Service users and carers tell us they review application forms for the V150 and V300 programmes and contribute directly to interview process for the SCPHN programme. They confirm they're prepared for the role and receive equality and diversity training.

Students tell us their learning experience is positive they receive effective support from programme teams. Students tell us the programmes are intense, however the content meets their learning needs. They confirm their contribution to the development of the new programmes. Students tell us they have the opportunity to feedback informally at every session and through formal evaluation mechanisms. There's opportunities for students to evaluate practice learning throughout the duration of the programmes. Documentary evidence and the approval process confirms student feedback is responded to by programme teams and any actions taken reported back to students. Students tell us they receive timely feedback from the programme teams. They tell us KCL work with PLPs to ensure they're supported to achieve competencies in the practice learning environment. Students confirm service users and carers contribute to all programmes. They tell us the V150 and V100 programme modules include service users and carers acting as part of prescribing decision-making scenarios. In the V300 module they share real experiences related to the prescribing consultation process.

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

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

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 programmesand 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

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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)

Not Met

R1.3 is not met. Programme documentation confirms there's a suitable application process for all programmes. This is detailed in admission flow charts. Applicants must complete a statement of commitment form confirming they meet the entry requirements. All V150 and V300 applicants must meet NMC requirements and be capable of safe and effective practice at a level appropriate to their area of future prescribing practice. Application forms must be signed by relevant prescribing leads or employers to confirm applicants meet the requirements for the programmes. Employers must provide assurance there's suitable governance arrangements and support in practice learning environments for all programmes. Practice assessors and practice supervisors must be identified at application. They complete a specific section of the application form to confirm they meet the requirements of the practice assessor and practice supervisor role. They must confirm their prescribing experience is suitable and appropriate to support learning. Practice assessors must be active prescribers with three years prescribing experience in the same field of practice as the applicant. PLPs tell us they support the identification of practice assessors and practice supervisors at application to the programmes. Programme teams check the professional registration of practice assessors and practice supervisors. There must be a suitable placement audit for each practice learning environment.

Applicants to the SCPHN and SPQ DN programmes must meet NMC V100 entry requirements. This is reviewed as part of the SCPHN and SPQ DN application process. All applicants must have secured sponsorship from their community healthcare organisation. They are interviewed by PLPs and programme teams.

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All applications to the programmes require evidence of a suitable disclosure and barring service (DBS) check. Students and PLPs confirm application processes are in place.

PLPs confirm they fully support programme requirements including learning in practice and ensuring students are provided with protected learning time. Students confirm they're supported by their employers to attend the taught elements of the programmes and are provided with protected practice learning time.

There's some reference to the process for self-employed and non-NHS employed applicants to the V300 programme in the programme documentation. The V300 programme team tell us all practice learning environments must have a suitable Care Quality Commission (CQC) report in place and agreement that there's sufficient learning opportunities to achieve the RPS competencies. It's not explicit how practice learning will be protected and how clinical support will be assured for self-employed and non-NHS applicants. The V300 programme team couldn't clearly describe how the application process for self-employed and non-NHS employed applicants ensures governance structures are in place for practice learning and how they are applied across the V300 programme. (Condition one)

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

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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**

Current students will continue on the current programme. KLC module regulations do not permit deferrals, if students can't complete their studies they're required to reapply and start the programme again.

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

No

It's not clear at application to the V300 programme how governance structures for protected practice learning and clinical support are assured for self-employed and non-NHS employed applicants.

Outcome

Is the standard met?

Not Met

It's not clear at application to the V300 programme how governance structures for protected practice learning and clinical support are assured for self-employed and non-NHS employed applicants.

Condition one:
Review the programme admissions process for self-employed and non-NHS applicants to ensure appropriate clinical governance is in place prior to students

enrolling on the V300 programme. (SFNME R2.6; SSSA R1.4; SPP R1.3, R3.1)

Date: *31 March 2020*

Post Event Review

Identify how the condition is met:

Application pathways have been developed to ensure prescribing practice learning environments including those for self-employed and non-NHS employed applicants have governance structures in place. The pathways confirm all governance arrangements are in place prior to self-employed and non-NHS employed students enrolling onto the V300 programme. Self-employed and non-NHS employed applicants will be interviewed by the programme leader.

Evidence:
Admissions flowchart V150, undated
V150 programme entry requirements, undated
Admissions flowchart V300, undated
V300 programme entry requirements, undated
V300 statement of commitment form, NHS applicants, undated
V300 statement of commitment form, self-employed and non-NHS applicants, undated
Practice supervisor and practice assessor summary requirements, V150, undated
Practice supervisor and practice assessor summary requirements, V300, undated
Practice supervisor agreement form, V150 and V300, undated
Practice assessor agreement form, V150 and V300, undated

Condition one is met.

Date condition(s) met: 29 May 2020

Revised outcome after condition(s) met:

Met

Condition one is 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

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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. Programme documentation details the structure of the programmes. V300 programme students undertake 26 days theoretical learning nine days are university based. A blended learning approach is supported by web-based learning. Students complete 90 hours practice learning. The V100 and V150 programmes undertake six days university attendance and five days practice learning. PLPs confirm they support the delivery methods and hours allocated to practice learning.

A variety of teaching and learning approaches are used to meet the learning needs of students. Learning and teaching strategies include flipped learning, students use web-based materials delivered on the university e-learning platform. Online learning is supported by follow up lectures and seminars. Service users and carers contribute to the delivery of all programmes. They act in real life prescribing scenarios to support the development of prescribing assessment and decision-making skills. Service users tell us their contributions add value to the programmes.

Students tell us their learning experiences are positive and the programmes prepare them for prescribing practice. Students on each programme are taught together, academic differentiation is supported by additional specific tutorials.

Programme documentation and the approval visit confirms learning and teaching across all programmes is mapped to the RPS competencies. Module specifications explicitly link to the RPS competencies. Practice learning and progression towards achievement of the RPS competencies is recorded and confirmed in the practice portfolio by practice assessors and academic assessors.

Programme teams tell us they expect all students to attend all taught sessions. If there's issues with attendance, directed study is available online however this is monitored by programme teams and reported to PLPs. Student facing documentation clearly outlines the requirement for full attendance. Missed theory can result in withdrawal from the programmes.

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: <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

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Outcome
Is the standard met? *Met* **Date:** *31 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 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

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).

Not Met

R3.1 is not met. Documentary evidence and the approval visit confirm suitable and effective arrangements and governance for practice learning are in place for NHS employed applicants. This is assured by effective partnership working between programme teams and PLPs. PLPs tell us they're involved in the selection process for applicants from their organisations. Practice assessors and practice supervisors are identified on the application form. PLPs confirm there's sufficient appropriately experienced and qualified prescribers to undertake practice supervisor and practice assessor roles. Students tell us practice learning is supported and protected.

The application process doesn't clearly detail how governance for practice learning is applied to self-employed and non-NHS employed applicants. The programme team couldn't provide further clarity to be assured governance is applied to self-employed and non-NHS employed V300 programme applicants. (Condition one)

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

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R3.3 is met. Student learning is supported by technology enhanced and simulated learning. Programmes use service user and carer actor simulation to support the development of prescribing assessment skills. V100 and V150 students simulate a minor illness clinic. Service users and carers provide opportunities for V300 students to apply theoretical knowledge to practice scenarios related to consultation. Practical prescription writing sessions enable students to identify the legal written requirements for a prescription and recommended practice guidelines. Students enrol on the university learning skills service; this offers a range of e-learning tutorials focusing on developing their study skills. Students have access to online tools to support the development of numeracy skills. Digital learning resources including podcasts and videos further support learning. There's online library resources. In the practice learning environment students are supported to use technology to support their future prescribing decisions and to audit their prescribing practice.

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

No

There's no clear evidence that governance structures are assured and applied to self-employed and non-NHS employed V300 programme applicants.

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

No

There's no clear evidence that governance structures are assured and applied to self-employed and non-NHS employed V300 programme applicants.

Outcome

Is the standard met?

Not Met

There's no clear evidence that governance structures are assured and applied to self-employed and non-NHS employed V300 programme applicants.

Condition one: Review the programme admissions process for self-employed and non-NHS applicants to ensure appropriate clinical governance is in place prior to students enrolling on the V300 programme. (SFNME R2.6; SSSA R1.4; SPP R1.3, R3.1)

Date: *31 March 2020*

Post Event Review

Identify how the condition is met:

Application pathways have been developed to ensure prescribing practice learning environments including those for self-employed and non-NHS employed applicants have governance structures in place. The pathways confirm all governance arrangements are in place prior to self-employed and non-NHS employed students enrolling onto the V300 programme. Self-employed and non-NHS employed applicants will be interviewed by the programme leader.

Evidence:
Admissions flowchart V150, undated
V150 programme entry requirements, undated
Admissions flowchart V300, undated
V300 programme entry requirements, undated
V300 statement of commitment form, NHS applicants, undated
V300 statement of commitment form, self-employed and non-NHS applicants, undated
Practice supervisor and practice assessor summary requirements, V150, undated
Practice supervisor and practice assessor summary requirements, V300, undated
Practice supervisor agreement form, V150 and V300, undated
Practice assessor agreement form, V150 and V300, undated

Condition one is met.

Date condition(s) met: 29 May 2020

Revised outcome after condition(s) met:

Met

Condition one is 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 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)

Not Met

R4.1 is not met. Programme teams are suitably qualified to deliver the programmes. They're registered with the NMC with V100 and V300 prescribing qualifications. Senior faculty staff confirm their commitment to ensuring adequate resources are in place to deliver the programmes.

Documentary evidence and the approval process confirm processes for managing student cause for concern are in place. Student programme handbooks and practice assessor and practice supervisor handbooks include a placement cause for concern algorithm. Practice concerns are addressed in a tripartite meeting with students, practice assessors and academic assessors. PLPs tell us if there's concerns about practice learning environments there's effective communication between programme teams and employers. If for example there's a practice learning breakdown this is managed in partnership with programme teams. PLPs confirm as employers they lead the process; the suitability of practice learning is reviewed and if possible, the practice learning environment is changed or withdrawn as a practice placement. Students tell us they understand the process of raising concerns and confirm programme teams provide effective support.

Programme documentation and the approval process confirm practice assessor and practice supervisor roles are clearly identified. They must undertake mandatory preparation for their roles.

Documentary evidence confirms programme assessments are mapped to the RPS competency framework and designed to support student achievement of the competencies. Practice learning progression and assessment are evidenced in the

practice portfolio. It's not explicitly clear in programme documentation how assessments link to all the programmes learning outcomes. The documentation across programmes isn't consistent and doesn't fully detail how assessment strategies meet all learning outcomes. The requirements of theory and practice assessments are not consistently explicit across all programme documents. (Condition two)

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. Practice assessor and practice supervisor handbooks clearly outline roles and responsibilities. Practice supervisors are responsible for ensuring students receive practice learning supervision. Practice assessors ensure the assessment of practice and achievement of the RPS competencies is recorded and confirmed in partnership with academic assessors in the practice portfolio. The practice portfolio requires all students to develop a learning contract in agreement with their practice assessor to support achievement of the RPS competencies. Practice assessors sign a verification of practice attendance form to evidence practice learning has been undertaken. Student facing documentation details the role and responsibilities of practice assessors, practice supervisors and academic assessors.

Documentary evidence and the approval process confirms practice assessors and practice supervisors must undertake an e-learning package which they complete prior to attendance at a mandatory preparation workshop. They reflect on case studies which support the development of the skills and knowledge required for effective supervision and assessment of students. The faculty require academic assessors to undertake a SSSA workshop to prepare them for the role. Practice assessors and practice supervisors attend SSSA annual updates.

PLP's demonstrate sound understanding of the SSSA and SPP. They confirm there's sufficient practice assessors and practice supervisors to support the V300, V100 and V150 programmes. Students tell us they understand the requirements of the SSSA and the implications of the NMC requirements for their programme.

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. Practice assessors must be identified at application to the programmes. There's documentary evidence of application processes to ensure they're an appropriately qualified and experienced prescriber to support students undertaking the programmes.

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

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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%)

No

R4.9 is not met. It's not explicitly clear in all programme documentation how the assessments meet all learning outcomes. The requirements of theory and practice assessments are not consistently explicit across all programme documents. Programme documentation isn't consistent; the V300 programme handbook incorrectly states the numeracy examination requires a pass mark of 80 percent. The module descriptor is clear that a pass mark of 100 percent is required. (Condition two)

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

No

Documentation across programmes isn't consistent and doesn't fully detail how assessment strategies meet all learning outcomes. The requirements of theory and practice assessments are not consistently explicit across all programme documents.

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?

Not Met

Documentation across programmes isn't consistent and doesn't fully detail how assessment strategies meet all learning outcomes. The requirements of theory and practice assessments are not consistently explicit across all programme documents.

Condition two:
Review all programme documentation to ensure the assessments are explicitly detailed and how they map to each of the programmes learning outcomes. (SFNME R5.11; SPP R4.1, R4.9)

Date: *31 March 2020*

Post Event Review

Identify how the condition is met:

A breakdown of the assessment contribution is included in revised module descriptors. Revised module handbooks have been updated to include mapping to indicate how each learning outcomes is assessed.

Evidence:
Revised, module descriptor 6KNIA324, community practitioner prescribing from the nurse prescribers' formulary, undated
Revised, module descriptor 7KNINP05, community practitioner prescribing from the nurse prescribers' formulary, undated
Revised, module descriptor 7KNIP016, nurse and midwife independent and supplementary prescribing, undated
Revised, module handbook and practice portfolio 6KNIA324, undated
Revised, module handbook and practice portfolio 7KNINP05, undated
Revised, module handbook, 7KNIP016, undated
Revised, practice portfolio 7KNIP016, undated

Condition two is met.

Date condition(s) met: 29 May 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

Standard 5 Qualification to be awarded

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

R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded 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:** *31 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

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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: V150 admissions flow chart, undated South London and Maudsley NHS Trust Foundation Trust, CQC inspection report, July 2019 St George's University Hospitals NHS Foundation Trust, CQC inspection report, Dec 2019 NMC, AEI and PLPs annual self-assessment report, 2018-2019 Post visit documentation: Admissions flowchart V150, undated V150 programme entry requirements, undated Admissions flowchart V300, undated V300 programme entry requirements, undated V300 statement of commitment form, NHS applicants, undated	

V300 statement of commitment form, self-employed and non-NHS applicants, undated
Practice supervisor and practice assessor summary requirements, V150, undated
Practice supervisor and practice assessor summary requirements, V300, undated
Practice supervisor agreement form, V150 and V300, undated
Practice assessor agreement form, V150 and V300, undated
Revised, module descriptor 6KNIA324, community practitioner prescribing from the nurse prescribers' formulary, undated
Revised, module descriptor 7KNINP05, community practitioner prescribing from the nurse prescribers' formulary, undated
Revised, module descriptor 7KNIP016, nurse and midwife independent and supplementary prescribing, undated
Revised, module handbook and practice portfolio 6KNIA324, undated
Revised, module handbook and practice portfolio 7KNINP05, undated
Revised, module handbook, 7KNIP016, undated
Revised, practice portfolio 7KNIP016, undated
Prescribing programmes, V100, V150, V300, additional information to support recommendation to the NMC for approval, undated
Minutes, NMC curriculum approval visit, 6 May 2020

If you stated no above, please provide the reason and mitigation

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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: September 2019 V100 x one September 2019 V150 x one September 2019 V300 x one	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Not necessary, as an established AEI.	
Additional comments:	

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Issue record			
Final Report			
Author	Heather Bain	Date	8 April 2020
Checked by	Bernadette Martin	Date	8 June 2020
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