

Programme approval visit report

Section one

Programme provider name:	Canterbury Christ Church University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Kent and Medway NHS and Social Care Partnership Trust</p> <p>Kent Community Health NHS Foundation Trust</p> <p>Medway NHS Foundation Trust</p> <p>NHS Kent and Medway Clinical Commissioning Group</p> <p>East Kent Hospitals University NHS Foundation Trust</p> <p>Maidstone and Tunbridge Wells NHS Trust</p> <p>North East London NHS Foundation Trust</p> <p>West London NHS Trust</p> <p>Oxleas NHS Foundation Trust</p> <p>South London and Maudsley NHS Foundation Trust</p> <p>Private, voluntary and independent health care providers</p> <p>Education and social care providers</p>
Programmes reviewed:	<p>Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/></p> <p>Community practitioner nurse prescribing V150 <input type="checkbox"/></p> <p>Community practitioner nurse prescribing V100 <input type="checkbox"/></p>
Title of programme(s):	University certificate in non-medical prescribing
Academic level:	
Independent and supplementary nurse prescribing V300	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Date of approval visit:	17 February 2021
Programme start date:	
Independent and supplementary nurse prescribing V300	<input type="text" value="7 September 2021"/>
Community practitioner nurse prescribing V150	<input type="text"/>
Community practitioner nurse prescribing V100	<input type="text"/>
QA visitor:	Registrant Visitor: Nikki Welyczko

Section two

Summary of review and findings

Canterbury Christ Church University (CCCU) is an established approved education institution (AEI). The faculty of medicine, health and social care (the faculty), school of nursing, midwifery and social work (the school) present their independent and supplementary prescribing (V300) programme for Nursing and Midwifery Council (NMC) approval. The programme is mapped to the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC, 2018), the Standards for prescribing programmes (SPP) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

The V300 is awarded as a 40-credit university certificate in non-medical prescribing (NMP). The programme comprises two 20-credit modules: pharmacology and the principles of prescribing and prescribing in practice. It's delivered on a part-time basis over a period of 26 weeks. The programme is offered at academic levels six and seven. At level seven the programme may also be taken as part of an MSc advanced clinical practice programme.

The programme includes 10 eight-hour days facilitated by face to face teaching and a minimum of 12 days (90 hours) supervised learning in practice. In addition to this, the student's employer confirms that students have 10 days protected study time. There's a variety of interactive learning activities in the form of lectures, workshops, seminars and self or academic directed exercises, together with practice learning and tutorials. Nurses and midwives on the level seven modules will be taught with other health professionals undertaking an independent prescribing qualification.

CCCU recruit nurses and midwives to the V300 programme from a range of practice learning partners (PLPs). Students are taught at either the Canterbury or Medway campus depending on local need, with four cohorts of students annually. The programme documentation and discussions at the approval visit confirm evidence of effective partnership working between the university and their PLPs. Practice supervisors and practice assessors are prepared for their roles. The programme leader works in conjunction with the lead midwife for education (LME) to ensure adequate support for midwives undertaking the programme. Student evaluation is used to support programme development.

Documentary evidence and discussions at the approval visit confirm that arrangements at programme level don't meet the SFNME or SPP. Arrangements at programme level meet the SSSA.

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

The programme is recommended to the NMC for approval subject to four NMC conditions and one joint NMC and university condition. There are two university conditions.

Eight recommendations are made. There's one NMC recommendation, three joint NMC and university recommendations and four university recommendations.

Updated 27 April 2021:

CCCU has submitted additional and revised documentation that confirms the five NMC conditions are met. All university conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Produce an implementation plan, that ensures sustainable service user and carer (SUC), student and PLP involvement in the ongoing design, development, delivery, and evaluation of the programme. (SFNME R1.12) (NMC and university condition)</p> <p>Condition two: Develop a process to ensure SUCs are engaged in partnership in student recruitment and selection. (SFNME R2.7)</p> <p>Selection, admission and progression:</p> <p>Condition four: Develop a process for recognition of prior learning (RPL) that's been mapped to the programme learning outcomes and RPS competency framework for all prescribers. (SFNME R2.8; SPP R1.4)</p> <p>Practice learning:</p>

	<p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition three: Ensure simulation-based learning opportunities and assessment are employed within the programme to support safe and effective prescribing practice. (SFNME R3.4; SPP R3.3)</p> <p>Condition five: Ensure that student facing documentation informs students that they may only prescribe from the formulary they're qualified to prescribe from and within their competence and scope of practice. (SPP R5.4)</p> <p>Education governance: management and quality assurance:</p> <p>Condition six: Review programme learning outcomes at each level to ensure framework of higher education qualifications 'levelness' and parity. (University condition)</p> <p>Condition seven: Review module content and scope to ensure it meets student needs and is contemporary. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>27 April 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider documenting the formal process used in the exceptional circumstances that the same person is required to fulfil the roles of both practice supervisor and practice assessor. (SPP R4.5)</p> <p>Recommendation two: Consider providing information in student facing documentation of how the roles of personal academic tutor and academic assessor differ when these are carried out by the same person. (SFNME R2.9; SPP R4.1) (NMC and university recommendation)</p> <p>Recommendation three: Consider making it clearer to potential applicants what level of clinical skills</p>

	<p>qualification is required to access the programme. (University recommendation)</p> <p>Recommendation four: Consider adding information in student facing documentation that signposts students to the wider university numeracy support that's available to support achievement of the RPS competency framework for all prescribers. (SPP R2.3) (NMC and university recommendation)</p> <p>Recommendation five: Consider developing a formal process of preparation and programme orientation to support SUCs in contributing to the programme. (SFNME R5.5) (NMC and university recommendation)</p> <p>Recommendation six: Clarify on the application form and applicant information that it's an 'enhanced' disclosure and barring service (DBS) certificate that's needed for entry to the programme. (University recommendation)</p> <p>Recommendation seven: Produce a map of the preparation, education and training opportunities available for practice supervisors and practice assessors and monitor uptake. (University recommendation)</p> <p>Recommendation eight: Put in place a structure for programme document management that will ensure information and evidence is available for internal and external reviews. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Ongoing SUC involvement in the programme.</p>

<p align="center">Programme is recommended for approval subject to specific conditions being met</p>
<p>Commentary post review of evidence against conditions</p> <p>Additional and revised copies of the programme documentation provide evidence the conditions are met.</p> <p>An implementation plan demonstrates how SUC, student and PLP involvement will be embedded into the prescribing programme. Condition one is now met.</p>

A recruitment process plan demonstrates how SUCs will be involved in the recruitment and selection of students undertaking the prescribing programme. Condition two is now met.

A simulation strategy shows how simulation-based learning opportunities and assessment will be embedded within the programme to support safe and effective prescribing practice. Condition three is now met.

There's clear evidence of a process, at both level six and seven, that allows for the student's RPL. This has been mapped to the programme learning outcomes and the RPS competency framework for all prescribers. Condition four is now met.

Revised student facing documentation clearly details that students may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice. Condition five is now met.

CCCU confirm that all university conditions are met.

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The university corrected the accuracy of the faculty and the school titles.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	27 April 2021

Section three

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

Partnerships

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

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence and discussion at the approval visit confirm there's effective partnership working between CCCU and PLPs. PLPs tell us that they've contributed to the development of the programme through twice yearly strategic stakeholder meetings and quarterly programme meetings. PLPs confirm that nurse and midwife independent prescribers are important to meet their workforce needs.

Documentary evidence and PLPs confirm they've contributed to the implementation of the SSSA and provide the necessary support and oversight for practice supervision that ensures safe and effective learning in practice learning environments. PLPs present at the visit confirm there are sufficient practice supervisors and practice assessors to support students.

PLPs tell us there's effective communication with the programme leader and that they're able to escalate any practice concerns directly. The application form requires supporting organisations to confirm that students have a practice supervisor who'll offer learning opportunities to help them develop as a prescriber. They also have a practice assessor who'll assess the student in practice. Practice assessors and practice supervisors will both be experienced clinicians and prescribers. This process is also evidenced for non-NHS and self-employed practitioners. PLPs tell us that they value the period of supervised practice and support students to complete this.

Students tell us that they're able to provide feedback and that this is responded to in the programme evaluation process. Students tell us that the programme supports the development and expansion of their clinical roles. They confirm that the programme leader and team provide effective academic and one to one pastoral support.

Documentary evidence and discussion at the approval visit confirms there's no SUC involvement in the co-production and delivery of the programme. (Condition one)

In addition, SUCs don't contribute to student recruitment and selection in the prescribing programme. (Condition two)

SUCs tell us of their willingness to participate in the programme and there's been a recent discussion with the programme leader about their involvement for the future. There's a programme of SUC preparation and information available on the university virtual learning environment (VLE). SUCs tell us that they'd also like orientation to support their role on the programme. It's therefore recommended that the programme team consider developing a process of programme orientation to support SUCs contributing to the programme delivery (Recommendation five).

A commitment to inter-professional learning is evident within programme documentation and from discussions with the programme team. Students have opportunities to learn from, with and about other prescribers including pharmacists and other health professionals in both theory and practice settings. Students at the approval visit describe these opportunities, which include being taught by practitioners from other professions and learning from other students from multi-professional backgrounds.

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

MET **NOT MET**

Documentary evidence and discussion at the approval visit doesn't demonstrate that the V300 programme has been designed, developed, delivered, evaluated and co-produced with SUCs and students. The programme team are required to produce an implementation plan, that ensures sustainable SUC, student and PLP involvement in the ongoing design, development, delivery, and evaluation of the programme.

Condition one: Produce an implementation plan, that ensures sustainable SUC, student and PLP involvement in the ongoing design, development, delivery, and evaluation of the programme. (SFNME R1.12) (NMC and university condition)

Documentary analysis and discussion at the approval visit confirms that SUCs do not currently contribute to student recruitment and selection.

Condition two: Develop a process to ensure SUCs are engaged in partnership in student recruitment and selection. (SFNME R2.7)

Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post event review

Identify how the condition(s) is met

Condition one: The changes required to meet condition one have been made. CCCU has produced a robust action plan that clearly describes how SUC, student and PLP involvement will be supported, through quarterly stakeholder meetings, in the ongoing design, development, delivery, and evaluation of the programme.

Condition one is now met.

Evidence:

NMP implementation plan that ensures sustainable SUC, student and PLP involvement, engagement strategy, undated

NMP SUC induction and orientation, undated
Programme specification, September 2021

Condition two: The changes required to meet condition two have been made. CCCU has provided a comprehensive implementation plan identifying that SUCs will be involved in student recruitment and selection. Additionally, SUC feedback will be required with the NMP application form.

Condition two is now met.

Evidence:

SUC student recruitment implementation plan, undated
NMP application supportive evidence (service user feedback), undated

Date condition(s) met: 27 April 2021

Revised outcome after condition(s) met **MET** **NOT MET**

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

R1.2 provide opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non- NHS employed registrants) to apply for entry onto an NMC approved prescribing programme

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

R1.4 consider recognition of prior learning that is capable of being mapped to the [RPS Competency Framework for all Prescribers](#)

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

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

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management
 R1.6.3 Planning and evaluation of care
 R1.7 ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme

Note: Education institutions and their practice learning partners may propose to transfer current students onto the new programme to meet the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber \(adoption of the RPS Competency Framework for all Prescribers\)](#). If so, evidence must be provided to support this proposed transfer as part of the education institution’s mapping process at Gateway 3.

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

YES NO

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

YES NO

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

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

MET **NOT MET**

R1.3 is met. There's an effective collaborative approach to the application process. PLPs tell us applicants must have employer support; clinical managers sign to confirm clinical competence and that practice learning time will be protected. PLPs have people identified as responsible for the robust governance process in supporting applicants to undertake prescribing programmes. The approach to ensure practice learning is protected is firmly established and PLPs tell us that they're committed to supporting the V300 students. At application there must be confirmation that a suitably qualified practice assessor and practice supervisor is identified and that they meet the requirements of the SSSA.

The suitability of the practice learning environment is assured through the educational audit process. Documentary evidence says that all practice learning environments are subject to an educational audit which ensures that the environment can support each student's learning and assessment requirements. The practice visit undertaken by the academic assessor also monitors the learning environment for each student. The programme specification and the approval visit identify that action plans are developed and regularly reviewed as part of this process to ensure that identified developments are being met.

Self-employed and non-NHS employed NMC registrant applicants must meet all programme entry requirements. They are additionally required to confirm at application overall governance, including access to supporting NMP policies, the confirmation of applicant's scope of practice and that appropriate insurances are in place. They also need to provide evidence that an appropriate practice supervisor and practice assessor is identified. They must be working and learning in a suitable practice learning environment which has had a satisfactory educational audit. The programme team confirm that applications from any non-NHS employed, or self-employed applications will be reviewed by the programme leader to ensure criteria are met before a place is offered.

The programme leader tells us that the confirmation of an applicant's level of proficiency in clinical/health assessment, diagnostics/care management and planning and evaluation is undertaken by the applicant's employer and the university as part of the application process. They tell us that the university requires a skills qualification as part of the evidence.

The university also requires all applicants have an enhanced DBS check which is less than three years old prior to entry to the programme.

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

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

YES NO

R1.4 is not met. The programme specification identifies that, where appropriate, students can apply for RPL. At the approval visit, the programme leader confirms that there's no process in place to consider RPL that is capable of being mapped to the Competency framework for all prescribers (RPS, 2016). (Condition four)

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

YES NO

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

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

YES NO

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

YES NO

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.

The programme team confirm at the approval visit that there'll be no transfer of existing students onto the new programme.

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

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

The programme team confirm at the approval visit that there'll be no transfer of existing students onto the new programme.

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

YES NO

Discussion at the approval visit confirms there is isn't currently a process in place to consider RPL that is capable of being mapped to the Competency framework for all prescribers (RPS, 2016). (Condition four)

Outcome

Is the standard met? MET NOT MET

Discussion at the approval visit confirms that there's no process in place to consider RPL that is capable of being mapped to the Competency framework for all prescribers (RPS, 2016).

Condition four: Develop a process for RPL that's been mapped to the programme learning outcomes and RPS proficiencies. (SFNME R2.8; SPP R1.4)

Date: 17 February 2021

Post event review

Identify how the condition(s) is met:

Condition four: There's clear evidence of a process, at both level six and seven, that allows for RPL that's been mapped to the programme learning outcomes and Competency framework for all prescribers (RPS, 2016).

Condition four is met.

Evidence:

NMP RPL level six, 2021

NMP RPL level seven, 2021

NMP student application for RPL form, 2021

Programme specification, revised, September 2021

Date condition(s) met: 27 April 2021

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

Standard 2: Curriculum

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

R2.1 ensure programmes comply with the NMC *Standards framework for nursing and midwifery education*
 R2.2 ensure that all prescribing programmes are designed to fully deliver the competencies set out in the RPS *A Competency Framework for all Prescribers*, as necessary for safe and effective prescribing practice
 R2.3 state the learning and teaching strategies that will be used to support achievement of those competencies
 R2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:
 R2.4.1 stating the general and professional content necessary to meet the programme outcomes
 R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes
 R2.4.3 confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing
 R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies
 R2.6 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

Findings against the standard and requirements

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

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

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

- Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)
 MET NOT MET

R2.3 is met. The learning and teaching strategy in the programme is supported by CCCU's current learning and teaching strategy. There are two modules within the programme: pharmacology and the principles of prescribing and prescribing in practice. The first module is designed to assess students' pharmacology knowledge; the second requires students to demonstrate a comprehensive

knowledge and systematic understanding of their role as a prescriber and prescribing in the wider context. Both are offered at level six and seven.

The programme specification identifies a range of learning and teaching strategies used to support students in achieving the RPS Competency framework for all prescribers and the programme learning outcomes. Teaching and learning is focussed on the development of analytical thinking and critical reflection and include blended learning, flipped classroom, e-learning, lectures, workshops, presentations, directed study, tutorials, and independent study.

Programme documentation shows that reflection is embedded within the programme. In practice learning, students are required to reflect on their continued professional development and record this in the portfolio of evidence. The portfolio is mapped to the Competency framework for all prescribers (RPS, 2016).

The programme team tell us that a learning contract is developed by the student in the practice setting with support from the practice supervisor and practice assessor. The academic assessor will arrange a practice visit which encourages a quality review of the learning environment whilst building a learning community with practice assessors and practice supervisors as well as the student.

Students confirm that teaching and online resources support learning. They tell us that the learning and teaching strategies prepare them effectively for prescribing practice and that there's clear communication between PLPs, the programme team and practice assessors. The programme team confirm that there're a range of teaching staff from a variety of clinical backgrounds who contribute to the delivery of the programmes.

The learning and teaching strategy provides specific support in the development of prescribing numeracy and the calculation of medicines. The programme team tell us that the strategy for numeracy development includes support from the university central student support services. The programme team could enhance the strategy by ensuring that this university support is signposted in student facing documentation. (Recommendation four)

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

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

health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If relevant to the review		
<ul style="list-style-type: none"> Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.6) 	YES <input type="checkbox"/>	NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
The programme is delivered in England.		
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 February 2021		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 3: Practice learning

Approved education institutions must:

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

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

R3.2 ensure that practice learning complies with the NMC [Standards for student supervision and assessment](#)

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. There's evidence that robust governance arrangements are in place for practice learning environments for all applicants. The majority of students on the programmes are NHS employees. Information provided in the application form for NHS applicants is confirmed and signed by the applicant's manager and organisational NMP lead. Non-NHS and self-employed applicants must complete additional information on the application form to demonstrate overall supportive governance is in place, including NMP policies, scope of practice and appropriate indemnity insurance. They will also need to demonstrate that an appropriate practice supervisor and practice assessor are available to support the student. All self-employed and non-NHS employees must evidence they meet all the additional application requirements. All applicants are required to produce an enhanced DBS certificate which is less than three years old prior to commencing the programme.

Practice learning environments, including those who support self-employed and non-NHS students, are audited through a process of educational audit to ensure the required governance for practice learning are in place for a safe and quality practice learning experience. All students are required to have a named practice assessor and practice supervisor to supervise and assess their learning.

Documentary analysis and discussion at the approval visit confirm the process for the escalation of concerns from students regarding the practice learning environment. There are robust processes between CCCU and PLPs to monitor, report and act on issues raised in practice learning environments.

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

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

YES NO

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

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

MET NOT MET

R3.3 is not met. Students have access to the CCCU VLE and the programme team use technology to support learning. The VLE supports the students by providing essential documents and learning resources with opportunity for students to communicate with each other and the programme team. Students have access to digital software to guide directed and independent learning. An electronic portfolio is used for the students to record their reflective practice. Students at the approval visit tell us they find this electronic format helpful.

Documentation and the programme team confirm that simulation-based learning opportunities haven't been included in the learning and teaching strategy. Simulation based learning needs to be included to provide opportunities for the appropriate development of the RPS competency framework for all prescribers and safe and effective prescribing practice. (Condition three)

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

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

YES NO

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

YES NO

There's a lack of simulation-based learning opportunities available to support student learning and assessment in the programme. (Condition three)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

There's no evidence to confirm that simulation-based learning opportunities are available to support student learning and assessment in the programme.

Condition three: Ensure simulation-based learning opportunities and assessment are employed within the programme to support safe and effective prescribing practice. (SFNME R3.4; SPP R3.3)

Date: 17 February 2021

Post event review

Identify how the condition(s) is met:

Condition three: CCCU have produced a plan clearly identifying how simulation-based learning and assessment are going to be employed within the programme.

Condition three is now met.

Evidence:

NMP simulation plan, undated
Programme specification, revised, September 2021

Date condition(s) met: 27 April 2021

Revised outcome after condition(s) met:

MET NOT MET

Standard 4: Supervision and assessment

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

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

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC [Standards for student supervision and assessment](#)

R4.3 appoint a programme leader in accordance with the requirements of the NMC [Standards framework for nursing and midwifery education](#). The programme leader

of a prescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

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

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

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence details the roles of the practice assessor, practice supervisor and academic assessor in supporting supervision, learning and assessment of students. Effective support by the programme team and PLPs is integral to the programme.

There's a named and appropriately qualified programme leader assigned to the programme. Staff curricula vitae confirm the programme teams have the appropriate NMC registration and prescribing qualification. The programme leader tells us that they work in conjunction with the LME and the practice assessor to ensure any midwives undertaking the programme are appropriately supported.

Documentary evidence and discussion at the approval visit confirms that a nominated academic assessor, identified from within the university programme team, will support the student's learning. Nominated academic assessors are CCCU programme team members with appropriate qualifications. The role of the academic assessor in collating and confirming student achievement is included in practice documentation. The programme team tell us that the academic assessor will work closely with the nominated supervisor and assessor in the practice learning environment to collate and confirm decisions about the student's progress and achievement. The programme team tell us that the personal academic tutor and academic assessor roles are fulfilled by the same person. To enhance the clarity of the academic assessor role for students, it's recommended that the programme team consider including how these two roles are differentiated in student facing documentation. (Recommendation two)

The portfolio enables students, practice assessors and practice supervisors to structure learning, reflection and assessment. It enables practice supervisors to record observations which contribute to the assessment of conduct, proficiency and achievement of the RPS Competency framework for all prescribers. Practice assessors undertake the final overall statement of RPS prescribing competence and achievement of 90 practice hours. The academic assessor confirms achievement of the RPS competencies.

Documentary analysis and discussion at the approval visit confirm the process for the escalation of concerns from students regarding the practice learning environment. There are robust processes between CCCU and PLPs to monitor, report and act on issues raised in practice learning environments. The programme team confirm that any actions or omissions constituting unsafe practice in any assessments will result in a referral.

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

MET **NOT MET**

R4.2 is met. Documentary evidence within the application and educational audit processes and discussion at the approval visit confirms that sound processes are in place to identify how all practice supervisors, practice assessors and academic assessors including health professionals who aren't NMC registrants will be prepared for their roles. The practice supervisor and practice assessor must be

identified and confirm their agreement to support the student at the point of application to the programme.

PLPs confirm a commitment to support the programme team in ensuring practice assessors and practice supervisors are appropriately prepared for their roles. The programme team and PLPs tell us that there are several ways in which practice supervisors and practice assessors are prepared for their roles. CCCU are part of a shared pan-London approach to practice assessor and practice supervisor preparation which enables access to online modules as well as local preparation days. All practice assessors and practice supervisors are provided with a programme handbook.

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

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

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

- Processes are in place to ensure the student is assigned to a practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking (R4.5)
MET NOT MET

R4.5 is met. Documentary analysis and discussion at the approval visit confirm that processes are in place to ensure students are assigned to an appropriate practice assessor who's an experienced prescriber. The requirements of the practice assessor and practice supervisor roles are detailed in the programme specification.

The programme team tell us of a clear process for evidencing the exceptional circumstances where a practice assessor and practice supervisor needs to be the same person. To enhance this, it's recommended that the programme team consider that the process is documented and communicated for stakeholders. (Recommendation one)

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

<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> - 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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 17 February 2021		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		

Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 5: Qualification to be awarded

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

R5.1 following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:
 R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or
 R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)
 R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award
 R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber
 R5.4 inform the student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice

Findings against the standards and requirements

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

- Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:
 - a community practitioner nurse (or midwife) prescriber (V100/V150), or
 - a nurse or midwife independent/supplementary prescriber (V300) (R5.1)
 YES NO
- Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award (R5.2)
 YES NO
- Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully

complete the programme in order to qualify and register their award as a prescriber (R5.3)

YES NO

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

YES NO

Students are not informed that they may only prescribe from the formulary they're qualified to prescribe from and within their competence and scope of practice. (Condition five)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Students are informed in student facing documentation that they may only prescribe once their prescribing qualification has been annotated on the NMC register. They're not informed that they may only prescribe from the formulary they're qualified to prescribe from and within their competence and scope of practice.

Condition five: Ensure that student facing documentation informs students that they may only prescribe from the formulary they're qualified to prescribe from and within their competence and scope of practice. (SPP R5.4)

Date: 17 February 2021

Post event review

Identify how the condition(s) is met:

Condition five: A statement saying that students must only prescribe from the formulary they are qualified to prescribe from and within their scope of practice and competence has been added to student facing documents.

Condition five is now met.

Evidence:

Programme specification, September 2021
Student handbook, revised, 2021/2022, undated

Date condition(s) met: 27 April 2021

Revised outcome after condition(s) met:

MET

NOT MET

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against RPS <i>A Competency Framework for all Prescribers</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the programme meets the <i>Standards for prescribing programmes</i> and RPS <i>Standards of proficiency for prescribers</i> (NMC, 2018) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
List additional documentation: Strategic contract and quality review meeting minutes between East Kent Hospitals University NHS Foundation Trust and CCCU, 29 October 2020 and 9 December 2020		

Post visit documentation:

CCCU conditions and recommendations response, undated
 Faculty approval panel report, undated
 NMP student programme handbook, revised, 2021/2022, undated
 NMP Programme specification, revised, 2021
 NMP supervisor and assessor handbook, revised, 2021
 Framework for non-NHS and cosmetic practitioners document, 2021
 Good health and good character document, 2021
 NMP implementation plan that ensures sustainable SUC, student and PLP involvement, undated
 NMP SUC induction and orientation. undated
 SUC student recruitment implementation plan, undated
 NMP application supportive evidence (SUC feedback), undated
 NMP simulation plan, undated
 NMP RPL level six, undated
 NMP RPL level seven, undated
 NMP student application for RPL form, undated
 NMP notification of exceptional nmc requirement, undated
 NMP Initial training and ongoing support for NMP practice supervisors and practice assessors, undated
 NMP practice supervisor and practice assessor information and application, undated

Additional comments:

None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Graduated prescribing student, February 2019 Graduated prescribing student x two, September 2019 Current student, September 2020		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		

Additional comments
None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings		
If you stated no above, please provide the reason and mitigation CCCU is an established AEI. The approval visit was conducted virtually due to COVID-19.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Nikki Welyczko	Date:	18 February 2021
Checked by:	Patricia Hibberd	Date:	5 March 2021
Submitted by:	Amy Young	Date:	11 May 2021
Approved by:	Leeann Greer	Date:	12 May 2021