Nursing & Midwifery Council

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Programme approval visit report

Section one

Programme provider name:	Buckinghamshire New University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Central and North West London NHS Foundation Trust The Hillingdon Hospitals NHS Foundation Trust Frimley Health NHS Foundation Trust Imperial College Healthcare NHS Trust Central London Community Healthcare NHS Trust London North West University Healthcare NHS Trust Buckinghamshire Healthcare NHS Trust Royal Brompton and Harefield NHS Foundation Trust Private, voluntary and independent health care providers
Programmes reviewed:	Independent and supplementary nurse prescribing V300 ☒ Community practitioner nurse prescribing V150 ☐ Community practitioner nurse prescribing V100 ☐
Title of programme(s):	Non-Medical Prescribing (V300)
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7

	SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V150	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	2 February 2021
Programme start date: Independent and supplementary nurse prescribing V300 Community practitioner nurse prescribing V150 Community practitioner nurse prescribing V100	21 September 2021
QA visitor:	Registrant Visitor: Alison Wood

Summary of review and findings
Buckinghamshire New University is an established approved education institution (AEI). The AEI presents a V300 programme that's one 60 credit module leading to a postgraduate certificate in non-medical prescribing at level seven or a graduate certificate in non-medical prescribing at level six. The programme is mapped to the Standards for prescribing programmes (SPP) (Nursing and Midwifery Council (NMC), 2018) and Standards of proficiency for nurse prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018).   The V300 programme is delivered twice a year and can be taken as a short (15-week) full-time or long (30-week) part-time programme. The programme has 11 taught days and three assessment days incorporating self-directed and directed study, alongside a requirement for 90 hours of practice learning.   There's one application form for all applicants, reviewed by the programme team, and all potential applicants are invited for interview. All students are required to come from a learning environment which is registered with the Care Quality Commission (CQC) or a student doesn't meet the admission requirements. The practice assessor is required to confirm that the learning environment is suitable for practice learning within the application form. Service users and carers (SUCs) have contributed to the development of the interview questions and the programme team conduct the interviews. Practice learning partners (PLPs) provide support through application form with confirmation from the prescribing lead or equivalent. Students are required to have a practice assessor and practice supervisor in place as well as line manager support to undertake the programme.   The practice assessment documentation is contained within the portfolio document. The practice supervisor, practice assessor and academic assessor review student progress at 30 and 60 hours and confirm completion at 90 hours practice learning within this document.   There's evidence of partnership working with PLPs and opportunities for PLPs to provide feedback on the programme through formal strategic meetings and informal mechanisms directly with the programme team.   The visit is undertaken remotely during the COVID-19 pandemic.   The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply.   The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended for approval subject to two NMC conditions and two university conditions. Two NMC recommendations are made.

Updated 1 March 2021:

Evidence was provided to meet the two NMC conditions. The conditions and related standards/requirements are now met.

The AEI has confirmed that the two university 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 to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: The AEI must provide an implementation plan that ensures sustainable SUC engagement in all aspects of the V300 programme. (SFNME R1.12, R2.7; SPP R2.1) **Selection, admission and progression:** Condition two: The AEI must provide evidence of the programme admissions process and support for self-employed and non-NHS applicants that demonstrates appropriate clinical governance is in place prior to students enrolling on the V300 programme. (SPP R1.3, R3.1) **Practice learning:** None identified.

	Assessment, fitness for practice and award: None identified. **Education governance: management and quality assurance:** Condition three: The programme development team must review the mapping of the learning outcomes for both the level six and level seven programmes to the framework for higher education qualifications descriptors and ensure the levelness is sufficiently evidenced and visible to prospective students. Clarity on the level at which certain professions should study the programme should also be evidenced. (University condition) Condition four: The programme development team must clarify within the programme specification whether they're adopting a blended or hybrid approach to delivery and make explicit reference to attendance requirements, mandatory sessions, online content, expectations for attendance and how attendance will be recorded. (University condition)
Date condition(s) to be met:	2 March 2021
Recommendations to enhance the programme delivery:	Recommendation one: For the programme team to consider signposting to applicants that recognition of prior learning, capable of being mapped to the RPS competency framework for all prescribers may be conferred. (SPP R1.4) Recommendation two: Consider co-locating details of the V300 programme application and interview processes relevant to all potential applicants. (SFNME R2.6; SPP R1.2)
Focused areas for future monitoring:	Lead midwifery for education engagement within the programme team related to development of the programme and support for midwifery students. Continued engagement with PLPs, particularly in primary care.

	Implementation and support for the SSSA. SUC involvement across the programme.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions The programme team have provided detail on how they'll continue to engage with SUCs across the V300 programme and have produced a SUC strategy. Condition one is now met. The V300 application process now includes a supplementary independent sector audit and application form to confirm governance is in place at application for self-employed and non-NHS applicants. Condition two is now met. The AEI confirms the university conditions are now met. The programme is recommended to the NMC for approval.

AEI Observations	Observations have been made by the education institution **YES** ☐ **NO** ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	1 March 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for prescribing programmes* (NMC, 2018) *Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers)* (NMC, 2018) *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018)

NMC Programme standards
The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook (*NMC, 2020)

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:

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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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence and the approval visit confirm there's effective partnership working between key stakeholders and the programme team in the development and delivery of the programme. There's evidence of stakeholder engagement events held with PLPs, prescribers in practice and service users. PLPs confirm participation at local events at the approval visit.

There's evidence that PLPs were engaged in co-production of the programme with the programme team within engagement events. Opportunities for feedback on programme content and design from PLPs is evident at the approval visit. PLPs tell us there's effective partnership working with the AEI and V300 programme team. Prescribing and education leads from local NHS trusts engage with the programme team and provide support for the applicants via the application form for the V300 programme. PLPs are involved in the delivery of some teaching for the V300 programme. PLPs and students tell us there's robust academic support from the programme team on all elements of the V300 programme including student practice learning and assessment.

Students confirm clear signposting to various opportunities within the AEI to support their learning and experience. Students feel able to provide feedback using the evaluation process during and at the end of the programme and confirm that the programme team inform them of how their feedback has influenced changes to the programme. Students tell us they know how to raise and escalate concerns within PLPs. Students identify the student representative process as a very useful way to provide feedback both formally and informally to the team. Students confirm that the programme team are receptive to feedback. Students state the programme team provide a positive experience for diverse learning groups. Integrated resources and seminars are held for supporting learners separately at both level six and level seven as well as conjoined sessions for all learners. There are positive comments on the use of a blended learning approach for programme delivery. The V300 programme team facilitate inter-professional learning for students with other healthcare professional students undertaking the independent prescribing programme through the learning and teaching methods alongside simulation-based assessment.

SUCs at the approval visit confirm that their voice is heard across the various elements of the V300 programme. SUCs reviewed the interview questions for potential applicants to the programme. There's SUC engagement integrated into the V300 teaching sessions. SUCs also provide input into the three-stage patient assessment conducted within the AEI. Within this assessment SUCs provide feedback to students on their performance. They feel prepared for this role through support by the programme team. Five SUC care evaluations are also required within the portfolio assessment.

SUCs are however unable to report how they'll engage in wider programme activities and the ongoing development of the programme. There are currently no opportunities for engagement with them as a group. There's a university SUC group but this group doesn't currently support the prescribing programme. There's no evidence of continued engagement and development with the SUC group on the V300 programme. (Condition one)

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** ☒

There's no evidence of continued engagement and development with SUCs on the V300 programme.

Condition one: The AEI must provide an implementation plan that ensures sustainable SUC engagement in all aspects of the V300 programme. (SFNME R1.12, R2.7; SPP R2.1)

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

MET ☒ **NOT MET** ☐

Post event review

Identify how the condition(s) is met

Condition one: The programme team have produced a SUC strategy that evidences continued opportunities for the engagement of SUCs in all elements of the V300 programme.

Condition one is now met.

Evidence:

SUC involvement and engagement strategy for non-medical prescribing programmes, February 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

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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 <u>evaluative summary</u> 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 not met. The programme specific application forms require V300 applicants to demonstrate that they meet the published entry criteria. Students are required to participate in an interview as part of the recruitment process. Applications are checked by the programme team who confirm they meet the requirements to undertake a prescribing programme. The process also confirms employer support from managers in PLPs and assures there's practice assessor and practice supervisor support. Managers are required to sign to confirm the applicant's clinical competence and that practice learning time during the programme will be

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protected. Confirmation of the practice supervisor and practice assessor and assurance that they meet the requirements of the SSSA must be in place before students start their programme. The programme team tell us that governance processes are discussed at the interview.

The programme team tell us all students must be from practice learning environments that have a suitable CQC report in place. The practice assessor is also required to confirm the suitability of the practice learning environment within the student application form. Self-employed aesthetic practitioner applicants are also required to meet the additional entry criteria detailed within the independent and supplementary prescribing: a framework for aesthetic practitioners (University of the West of England/British Association of Cosmetic Nurses/Welsh Aesthetic and Cosmetic Society, 2019).

There's some reference to the process for self-employed and non-NHS employed applicants to the V300 programme in the programme documentation. The programme team state that all students are assigned a personal tutor or link tutor for the PLP to provide support according to need and provides a contact for the practice assessor within the practice learning environment. The documentation doesn't clearly describe how the application, interview process and programme team support for self-employed and non-NHS employed applicants ensures governance structures are in place for practice learning and how they're applied across the V300 programme. (Condition two)

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** ☐

- 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 <u>evaluative summary</u> 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. No students will be transferring to 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. Existing students won't be transferring to the SSSA.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☐   **NOT MET** ☒ It's not clear from the admissions process and documentation for the V300 programme how governance structures including protected learning time and clinical support are assured for self-employed and non-NHS employed applicants. Condition two: The AEI must provide evidence of the programme admissions process and support for self-employed and non-NHS applicants that demonstrates appropriate clinical governance is in place prior to students enrolling on the V300 programme. (SPP R1.3, R3.1) **Date:** 2 February 2021

Post event review
Identify how the condition(s) is met: Condition two: The programme team have provided an updated application form and a supplementary independent sector audit and application form to capture evidence that demonstrates appropriate governance is in place for independent and self-employed applicants. Condition two is now met.

Evidence:
Independent sector audit and application form, February 2021
Application form 2021 v2, undated

Date condition(s) met: 1 March 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** ☒ R2.1 is not met. SUCs present at the visit are unable to confirm how they'll engage in wider programme activities including recruitment and selection and the ongoing development of the programme. There's no evidence of continued engagement and development with the SUC group on the V300 programme. (Condition one)

- 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 <u>evaluative summary</u> 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 programme has a blended approach to learning and teaching. Students have lectures on consultation skills and undertake simulation on history taking. There are 11 face-to-face days with additional directed and self-directed learning to a total of 26 days throughout the programme. Students are required to complete 90 hours of learning in practice. Programme documentation and the approval visit evidence that lectures, seminars, tutorials, demonstrations and practical workshops are used alongside guided independent study and practice learning opportunities. Programme outcomes are mapped to the RPS competencies. The simulation facilities in the skills centre are available for students to use to supplement learning in practice and prepare for the three-stage patient assessment. The programme team includes a wide group of prescribers and pharmacists to support programme delivery, alongside guest lectures from practice-based clinicians. Programme documentation details the communication processes between practice assessors, practice supervisors and academic assessors and confirmation of achievement of the RPS competencies for the V300 programme.

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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

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)

YES ☐   **NO** ☐   **N/A** ☒

The programme is only delivered in England.

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

YES ☐   **NO** ☒

SUCs present at the visit are unable to confirm how they'll engage in wider programme activities including recruitment and selection and the ongoing development of the programme. There's no evidence of continued engagement and development with the SUC group on the V300 programme. (Condition one)

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met   **YES** ☒   **NO** ☐

Outcome

Is the standard met?   **MET** ☐   **NOT MET** ☒

There's no evidence of continued engagement and development with SUCs on the V300 programme.

Condition one: The AEI must provide an implementation plan that ensures sustainable SUC engagement in all aspects of the V300 programme. (SFNME R1.12, R2.7; SPP R2.1)

Date: 2 February 2021

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have developed a SUC strategy for the programme. This includes an annual meeting with SUCs to discuss programme development and delivery. SUCs will contribute to teaching and formative and summative assessments.

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nursing associate education.

Condition one is now met.

Evidence:

SUC involvement and engagement strategy for non-medical prescribing
programmes, February 2021

Date condition(s) met: 1 March 2021

Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

Standard 3: Practice learning

Approved education institutions must:

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

**Approved education institutions, together with practice learning partners,
must:**
R3.2 ensure that practice learning complies with the NMC *Standards for student
supervision and assessment*
R3.3 ensure technology enhanced and simulation-based learning opportunities are
used effectively and proportionately to support learning and assessment
R3.4 ensure that students work in partnership with the education provider and their
practice learning partners to arrange supervision and assessment that complies
with the NMC *Standards for student supervision and assessment*

Findings against the standard and requirements

**Provide an <u>evaluative summary</u> 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 not met. All applicants must come from practice learning environments who
are CQC registered and cannot be offered a place on the programme if this is not
in place. Protected learning time must be agreed at application by the manager
through the application form. For self-employed applicants, the declaration for
protected learning time is completed by the applicant. Following application, V300

applicants are invited for interview with the programme team. There's no clear process for triangulation in applicants who are self-employed and independent applicants following the application and interview.

For self-employed and independent applicants, assurance isn't provided that there's a process to ensure effective governance is in place. (Condition two)

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 <u>evaluative summary</u> 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 met. Documentary evidence and the approval visit highlights the use of simulation-based learning within the V300 programme for both formative and summative assessment of patient consultation. A simulated three-stage patient assessment is undertaken related to the RPS competencies within the simulation suite. The programme allows inter-professional learning with different professional groups to work together within class and in the simulation suite. Inter-professional learning is also encouraged by inviting prescribing professionals into the classroom to share experiences from practice.

Technology enhanced learning is embedded within the programme, particularly in relation to using the online British national formulary. There's use of virtual learning environments for directed and self-directed study opportunities across the timetable on both short and long programme routes. Students comment positively on the appropriate use of online learning to support their engagement with the programme without requiring travel to campus. They confirm that online and flexible learning supports their development.

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** ☐

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Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met		**YES** ☒	**NO** ☐
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** ☒

It's not clear from the admissions process and documentation for the V300 programme how governance structures including protected learning time and clinical support are assured for self-employed and non-NHS employed applicants.

Condition two: The AEI must provide evidence of the programme admissions process and support for self-employed and non-NHS applicants that demonstrates appropriate clinical governance is in place prior to students enrolling on the V300 programme. (SPP R1.3, R3.1)

Date: 2 February 2021

Post event review
Identify how the condition(s) is met:

Condition two: An additional application form has been developed that includes an independent sector audit. This document captures additional information from those self-employed/non-NHS applicants in order to demonstrate appropriate governance is in place prior to students enrolling on the V300. This form includes a specific section for aesthetic practitioners.

Condition two is now met.

Evidence:
Independent sector audit and application form, February 2021
Application form 2021 v2, undated

Date condition(s) met: 1 March 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*

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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 <u>evaluative summary</u> 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. The programme team review the practice learning environment checklist within the application which is confirmed by the practice assessor at application. The practice learning experience is monitored and evaluated following the completion of the programme and there's effective communication between the practice assessor and the university through the programme leader and academic assessors to highlight concerns. Students are advised about and have access to the procedure for raising a concern both within the practice and university learning environments.

- 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. The handbook for non-medical prescribing practice supervisors, practice assessors, practice educators and designated prescribing practitioners identifies the roles and criteria for practice assessor and practice supervisor. A factsheet is also available which PLPs confirm is helpful in the identification of practice supervisors and practice assessors. Practice assessors and practice supervisors are identified by the PLP and agreed by the AEI during the application process.

Practice assessors and practice supervisors are prepared through resources and engagement with the programme team at events with the PLP. Practice assessors and practice supervisors are supported by the prescribing leads within their organisations. The PLPs keep a record of practice assessors and practice supervisors as well as non-medical prescribers. If potential practice assessors and practice supervisors don't engage in preparation, the student is supported to find suitable practice assessors and practice supervisors within the PLP or defer their place on the programme.

Documents and discussion at the approval visit confirm a process for ongoing and effective communication between the practice assessor and academic assessor to support student progress and achievement of competencies. The programme team comprise of registered prescribers who act as the academic assessor. PLPs and practice assessors and practice supervisors confirm the programme team are contactable and supportive on issues of student support and clarification on learning, teaching and assessment.

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 <u>evaluative summary</u> 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. The documentary analysis and discussion at the approval visit confirm there's a process to confirm that the proposed practice assessor is an experienced prescriber and registered healthcare professional. This is checked by the programme team at application. Applications to the V300 programme require the support of line managers and PLPs. This is reviewed and confirmed by the programme team within the application and interview process. The practice assessor and practice supervisor are named on the application form and their registration is checked as part of the application process by the programme team. We're told that in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor, however the AEI would support a student and liaise with PLPs to explore other supervision options following the application and interview process. If a practice supervisor was unable to be secured, the AEI explain that a plan is put in place between the student, practice assessor and academic assessor within the V300 team through a clear agreement at the start of the programme. The programme team don't foresee this to occur due to the location of the AEI and the agreements with PLPs to provide practice assessors and practice supervisors.

The practice assessor confirms completion of the required practice hours within the practice learning documentation. The V300 students engage with the academic assessor and programme team over the programme duration. The academic assessor monitors protected learning time as part of the support engagement with the student, practice assessors and practice supervisors.

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

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- 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 ☒   **NO** ☐

- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:
  - successfully passing a pharmacology exam (the pharmacology exam must be passed with a minimum score of 80%), and
  - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).

  YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met **YES** ☒   **NO** ☐ Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 2 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** ☐   **NOT MET** ☐ N/A

Standard 5: Qualification to be awarded

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

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

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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

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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** ☐

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 ☐   **Date:** 2 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 ☐   NOT MET ☐   N/A

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Practice placement handbook	☒	☐
PAD linked to competence outcomes, and mapped against RPS *A Competency Framework for all Prescribers*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the programme meets the *Standards for prescribing programmes* and RPS *Standards of proficiency for prescribers* (NMC, 2018) (Gateway 3)	☒	☐
Curricula vitae for relevant staff	☒	☐
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
If you stated no above, please provide the reason and mitigation		
List additional documentation: Post visit documents to support conditions are met: SUC involvement and engagement strategy for non-medical prescribing programmes, February 2021 Independent sector audit and application form, February 2021		

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Application form 2021 v2, 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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: V300 – one current student, one student just completed.		
Service users and carers	☒	☐
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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings Practice audit documentation is a component within the application form for the V300 prescribing programme and was reviewed as part of the documentary analysis		
If you stated no above, please provide the reason and mitigation This is an existing AEI and visits to resources weren't required.		
Additional comments: None identified		

Issue record			
Final Report			
Author(s):	Alison Wood	Date:	2 February 2021
Checked by:	Ian Felstead-Watts	Date:	12 February 2021
Submitted by:	Amy Young	Date:	16 March 2021
Approved by:	Leeann Greer	Date:	16 March 2021