

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	De Montfort University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Nottinghamshire Healthcare NHS Trust Leicestershire Partnership NHS Trust University Hospitals of Leicester NHS Trust Northampton Healthcare NHS Trust University Hospitals of Leicester NHS Trust Private voluntary and independent health care providers
<b>Programmes reviewed:</b>	Independent and supplementary nurse prescribing V300 <input checked="" type="checkbox"/> Community practitioner nurse prescribing V150 <input type="checkbox"/> Community practitioner nurse prescribing V100 <input checked="" type="checkbox"/>
<b>Academic level:</b>	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
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

<p>Community practitioner nurse prescribing V100</p>	<p>England, Wales, Northern Ireland  <input type="checkbox"/> Level 5    <input checked="" type="checkbox"/> Level 6    <input checked="" type="checkbox"/> Level 7                  SCQF  <input type="checkbox"/> Level 8    <input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10  <input type="checkbox"/> Level 11</p>
<p><b>Title of programme(s):</b></p>	<p>Independent/Supplementary Prescribing (V300)                  Community Practitioner Nurse Prescribing (V100)</p>
<p><b>Date of approval visit:</b></p>	<p>24 May 2019</p>
<p>Programme start date:</p> <p>Independent and supplementary nurse prescribing V300</p> <p>Community practitioner nurse prescribing V150</p> <p>Community practitioner nurse prescribing V100</p>	<p><input type="text" value="26 September 2019"/></p> <p><input type="text" value="N/A"/></p> <p><input type="text" value="23 September 2019"/></p>
<p><b>QA visitor:</b></p>	<p>Kevin Gormley</p>

**Section two**

**Summary of review and findings**

The school of Nursing and Midwifery (SNM), De Montfort University (DMU) is seeking approval for the independent and supplementary nurse prescribing (V300) and (V100) programmes at level six and seven against the NMC Standards for prescribing programmes (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC, 2018). It is intended that the V300 and V100 will be delivered over an academic year.

Throughout the approval process DMU SNM offered robust documentary evidence and demonstrated a commitment towards partnership working with all key stakeholders.

The programme is clearly mapped against the Standards for prescribing programmes (NMC, 2018) and the RPS competency framework for all prescribers. The partnership between DMU SNM and practice learning partners (PLPs) is robust with evidence of active and effective engagement at an operational and strategic managerial level. There is evidence of effective communication networks between academic staff delivering the programme and PLPs that ensures consistency and comparability of the students experience across differing practice learning environments including midwifery. The panel commended the quality of the programme team’s engagement with DMU equality and diversity requirements.

The arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME, NMC, 2018) or the Standards for student supervision and assessment (SSSA, NMC, 2018).

The programme is recommended to the NMC for approval with two conditions. The NMC visitor made one recommendation, the approved education institution (AEI) made one recommendation.

30 June 2019

Evidence was provided to meet the two conditions. The conditions and related standards/requirements are now met. The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

<b>Recommended outcome to the NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/>
	Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/>
	Recommended to refuse approval of the programme <input type="checkbox"/>

<p><b>Conditions:</b></p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources</b></p> <p>Condition one. In conjunction with practice learning partners, devise a clear operational plan for the preparation of practice supervisors, practice assessors and academic assessors. (Standards framework for nursing and midwifery education R2.4, R4.1. Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2 Standards for prescribing programmes R.4.1, R4.2)</p> <p><b>Selection, admission and progression</b></p> <p>None identified</p> <p><b>Practice learning</b></p> <p>Condition two. Detail a clear procedure for managing the exceptional situations where the practice supervisor may also fulfil the role of practice assessor. (Standards for prescribing programme R4.5.1)</p> <p><b>Assessment, fitness for practice and award</b></p> <p>None identified</p> <p><b>Education governance: management and quality assurance</b></p> <p>None identified</p>
<p><b>Date condition(s) to be met:</b></p>	<p>30 June 2019</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Review the range of teaching, learning &amp; assessment strategies used in the delivery of the prescribing programmes. (Standards for prescribing programme R2.2, R3.3)</p> <p>Recommendation two: Consider the potential for a top up degree option for students completing the V300 programme to obtain a graduate qualification (University).</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>The capacity of practice supervisors and assessors, who are effectively prepared to support practice learning and meet NMC Standards for student supervision and assessment.</p>

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions</b>	
DMU have submitted additional evidence to demonstrate that the conditions one and two have been fully addressed. The SFNME and SSSA standards are now met against the Standards for prescribing programmes (NMC, 2018).	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	DMU have confirmed submission of conditions documentation.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	30 June 2019

**Section three**

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

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u><i>Standards framework for nursing and midwifery education</i></u> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p> <p>R2.4 comply with NMC <u><i>Standards for student supervision and assessment</i></u></p> <p>R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of</p>

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 based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria**

We found good examples of positive and effective partnership working between DMU and key stakeholders. PLPs and DMU teaching team told us that there is in place, a planned approach to support practice learning and good evidence of shared ownership of the programmes. The teaching team has a multi professional background including nurses from different fields of practice, a pharmacist and



midwifery expertise. This professional knowledge and expertise provides an informed perspective to advise and support students and practice partners.

The head of school provided an overview of the strategic and operational plan designed to monitor and address issues of imbalance in student's enrolment and achievement in terms of gender, ethnicity and cultural background. DMU teaching team told us that student feedback is regularly reviewed and where necessary appropriate actions put in place through the university programme monitoring procedures. Students were complementary about the level of faculty support, the availability of teaching resources and the overall quality of the prescribing programmes. The students told us that that the level of communication between DMU staff and PLP is excellent and that any matters of concern that arise are always resolved to their satisfaction.

We met with service users and carers who were committed to their involvement and complementary in their views about the programme. They told us that they had attended curriculum planning meetings and were well supported to ensure their maximum contribution and were looking forward to contributing toward the delivery and review of the programmes.

At the approval event there was no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programme, this needs to be addressed, condition one. (Standards framework for nursing and midwifery education R2.4, R4.1. Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2 Standards for prescribing programmes R.4.1, R4.2). Also, when asked, the DMU teaching team were unable to provide a clear procedure for managing the exceptional situations where the practice supervisor has to also assume the role of practice assessor. This needs to be addressed, condition two. (Standards for prescribing programme R4.5.1)

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 1: Standards framework for nursing and midwifery education

**MET**  **NOT MET**

Gateway 2: Standards for student supervision and assessment

**MET**  **NOT MET**

At the approval event there was no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programme and this must be addressed. (condition one)

The DMU teaching team were unable to provide a clear procedure for managing the exceptional situations where the practice supervisor may also fulfil the role of practice assessor and this must be addressed. (condition two)

**If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome**

There is no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programme.

Condition One: In conjunction with practice partners, devise a clear operational plan for the preparation of practice supervisors, practice assessors and academic assessors. (Standards framework for nursing and midwifery education R2.4, R4.1. Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2. Standards for prescribing programmes R.4.1 R4.2)

The DMU teaching team were unable to provide a clear procedure for managing the exceptional situations where the practice supervisor may also fulfil the role of practice assessor.

Condition Two: Detail a clear procedure for managing the exceptional situations where the practice supervisor has also to assume the role of practice assessor. (Standards for prescribing programme 4.5.1)

**Post event review**

**Identify how the condition(s) is met**

Condition One: There is in place a robust plan for the preparation of practice supervisors, practice assessors and academic assessors required for the Independent/Supplementary Prescribing (V300) Programme and the Specialist Community Public Health Nursing Programme and the District Nurse programme in relation to the Community Formulary Prescribing (V100) module.

Evidence submitted:

Operation Plan SSSA v3 17.6.2019 LH 26/6/2019

Condition Two: There is a clear process in place for exceptional situations where the practice supervisor has to also assume the role of practice assessor. The requirement for this will be discussed and agreed at interview with the student and practice partners. Practice partners, in conjunction with the programme leader will confirm that the person wishing to undertake this dual role has the appropriate skills.

Evidence submitted:

Procedure practice supervisor and assessor undertaken by same person 26/06/2019

**Date condition(s) met:** 30 June 2019

**Revised outcome after condition(s) met**

**MET**

**NOT MET**

Condition one and two are now met.

The SFNME R2.4, R4.1 are now met.

The SSSA R5.1, R5.2, R8.1, R8.2 are now met.

Prescribing programme standards R.4.1 R4.2, 4.5.1 are now 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.

**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. The documentation clearly outlines a process for ensuring protected learning time is ensured. PLPs and the teaching team told us that where protected, learning time becomes a matter for concern, a meeting would be arranged with the student's line manager, academic assessor, practice assessor and/or supervisor and the student and the matter resolved. We were told that if the issue is due to unforeseen circumstances such as staffing issues within the practice learning setting the university has a formal process to enable the student to have more time to complete their practice hours.

- 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 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.*

DMU teaching team told us that there were no plans for any existing students to transfer to the new prescribing programme.

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

Date: 24 May 2019

**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 V300 and V100 programme utilises appropriate education strategies that are conducive with the programmes over-arching approach to learning. Teaching methods include: lectures, workshops, and tutorials. The panel recommend that the range of teaching strategies could be extended to include simulated practice and role play that would provide additional opportunities for students to engage with and consider individuals with specific needs (recommendation one, review the range of teaching, learning & assessment strategies used in the delivery of the prescribing programmes. (Standards for prescribing programme R2.2, R3,3))

- 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 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

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 24 May 2019			

<b>Standard 3: Practice learning</b>	
<b>Approved education institutions must:</b>	
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	
<b>Approved education institutions, together with practice learning partners, must:</b>	
R3.2 ensure that practice learning complies with the NMC <u>Standards for student supervision and assessment</u>	
R3.3 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment	
R3.4 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC <u>Standards for student supervision and assessment</u>	
<b>Findings against the standard and requirements</b>	
<b>Evidence provides assurance that the following QA approval criteria are met:</b>	
<b>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</b>	
<ul style="list-style-type: none"> <li>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).</li> </ul>	
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>	
R3.1 is met. DMU and PLPs demonstrated partnership in working to deliver a suitable and effective practice learning environment. The level of governance and support between the partners is described in the documentation and was confirmed at the approval visit. Self-employed students whose application cannot be supported by either a line manager or non-medical prescribing lead must	



provide a self-declaration and a professional reference confirming their suitability to undertake the programme.

- 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 met. Within both the Independent/Supplementary Prescribing (V300) programme and the Community Formulary Prescribing (V100) module there is a range of technology enhanced teaching used to support student learning. Blackboard is the virtual learning environment used by DMU. Each individual module that the student studies will have its own Blackboard shell. Each Blackboard shell will contain a range of learning materials to support the student. Learning materials will include: links to relevant articles, pre-reading on the topic, the PowerPoint presentations and DMU Replay. DMU Replay is used to record all taught lectures. It is made available for students to access after the lecture so that they can revisit the lecture to revise key concepts or new information. Software referred to as Turning Point is used to test students' knowledge of key topics and increase student interaction with a lecture. The practice portfolio is currently paper-based. The teaching team have plans to further develop a range of teaching strategies including for example simulation-based learning opportunities, whereby students could practise their consultation skills with service users (recommendation one). All teaching and learning resources will be available throughout the programme for students to access and download to support learning and assessment preparation. Students told us that online learning resources are clearly signposted and accessible. They described the resources as helpful and supportive of flexible learning strategies.

- 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**

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 24 May 2019			

**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%), 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%)

**Findings against the standards and requirements**

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

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

- 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 DMU teaching team undertake educational audits to ensure that appropriate and effective systems and processes are in place for students within a positive practice learning environment. Practice learning is evaluated and there is effective communication between the practice assessor and the university through the programme leader and academic assessors to identify areas of improvement. Students are advised about, and have access to, the procedure for raising or escalating 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 not met. The documentation outlines policies and frameworks to support student supervision, learning and assessment. The educational audit process identifies the availability of a nominated person who will actively support students and address their concerns. We were told that the practice supervisor or clinical manager are best placed to undertake this role. At the approval visit there was no evidence or confirmation of a programme of preparation for practice supervisors and assessors for the V300 or V100 programmes. In conjunction with practice partners, DMU must devise a clear operational plan for the preparation of practice supervisors, practice assessors and academic assessors. (condition one)

- 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 not met. Documentary evidence provides guidelines and demonstrates that processes are in place to assign each student to a practice assessor who is both a registered health care professional and an experienced prescriber. This will be identified at the point of the student's application and be discussed to explore other potential options for a practice supervisor for example; a practice nurse may be supported by an independent nurse prescriber at a different general practice surgery. At the approval event the unusual circumstances where the practice supervisor may also fulfil the role of practice assessor was discussed and a clear procedure was not in place: this must be addressed. (condition two)

- 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

There is no evidence of a programme of preparation for practice supervisors and assessors for the V300 and V100 programme.

Condition one: In conjunction with practice partners, DMU teaching team must devise a clear operational plan for the preparation of practice supervisors, practice assessors and academic assessors. (Standards framework for nursing and midwifery education R2.4, R4.1. Standards for student supervision and assessment R5.1, R5.2, R8.1, R8.2 Standards for prescribing programmes R.4.1 R4.2)

There is no procedure to evidence how and why the AEI may identify exceptional circumstances where the practice supervisor may also fulfil the role of practice assessor roles concurrently.

Condition two: Detail a clear procedure for managing the exceptional situations where the practice supervisor may also fulfil the role of practice assessor. (Standards for prescribing programme R4.5.1)

**Date:** 24 May 2019

**Post event review**

**Identify how the condition(s) is met:**

Condition one: There is in place a robust plan for the preparation of practice supervisors, practice assessors and academic assessors required for the Independent/Supplementary Prescribing (V300) Programme and the Specialist Community Public Health Nursing Programme and the District Nurse programme in relation to the Community Formulary Prescribing (V100) module (Operational Plan SSSA.).

Evidence submitted:

Operation Plan SSSA v3 17.6.2019 LH 26/6/2019

Condition two: There is a clear process in place for exceptional situations where the practice supervisor has to also assume the role of practice assessor. The requirement for this will be discussed and agreed at interview with the student and practice partners. Practice partners, in conjunction with the programme leader will confirm that the person wishing to undertake this dual role has the appropriate skills.

Evidence submitted:

Procedure practice supervisor and assessor undertaken by same person  
26/06/2019

**Date condition(s) met:** 30 June 2019

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

Condition one and two are now met.

The SFNME R2.4, R4.1 are now met.

The SSSA R5.1, R5.2, R8.1, R8.2 are now met.

Prescribing programme standards R.4.1 R4.2, 4.5.1 are now met.

### **Standard 5: Qualification to be awarded**

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

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

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 24 May 2019		



**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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)	<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)	<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)	<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 confirmation by the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Post event documents to support conditions are met:</p> <p>Operation Plan SSSA v3 17.6.2019 LH 26/6/2019</p> <p>Procedure practice supervisor and assessor undertaken by same person, 26/06/2019</p> <p>Programme and Module Specification, 26/6/2019</p> <p>Statement of Compliance 1.pdf, 26/6/2019</p> <p>Statement of Compliance 2. pdf, 26/6/2019</p> <p>Statement of Compliance 3, 26/6/2019</p> <p>Supplementary Documentation, 26/6/2019</p> <p>V100 module guide, 26/6/2019</p> <p>V100 module Handbook Level 7_, 26/6/2019</p> <p>V100 module Handbook Level 6_, 26/6/2019</p> <p>V100 Practice Portfolio _, 26/6/2019</p> <p>V300 V100 PANEL RESPONSES May 2019 .docx, 26/6/2019</p> <p>V300 Practice Portfolio _, 26/6/2019</p> <p>V300 Programme Handbook _, 26/6/2019</p> <p>Validation Document _, 26/6/2019</p> <p>FV V300 V100 Prescribing Validation Outcome Report June 2019_, 26/6/2019</p>		
If you stated no above, please provide the reason and mitigation		
Additional comments:		

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

	<b>YES</b>	<b>NO</b>
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: Three V300 students Two V100 students		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments		

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

	<b>YES</b>	<b>NO</b>
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 type="checkbox"/>	<input checked="" 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		

An approved AEI with established prescribing programme provision.

Additional comments:

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**Issue record**

**Final Report**

Author:	Kevin Gormley	Date:	27 June 2019
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