

**Programme approval visit report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>Kingston University &amp; St George's Hospital Medical School</p>
<p><b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i></p>	<p>Epsom &amp; St Helier University Hospitals NHS Trust Croydon Health Services NHS Trust The Royal Marsden NHS Foundation Trust University College London Hospitals NHS Trust Guys and St Thomas NHS Foundation Trust Imperial College Healthcare NHS Trust Ashford and St. Peter's Hospitals NHS Foundation Trust Central and North West London NHS Foundation Trust Central London Community Health NHS Trust South West London &amp; St George's mental health NHS Trust The Hounslow and Richmond Community Healthcare NHS Trust Private, voluntary and independent healthcare providers Croydon GP Collaborative Your Healthcare Community Interest Company Central Surrey Health Limited Salus Medical Services Greenbrook Healthcare NHS Croydon CCG NHS Merton CCG</p>

	NHS Richmond CCG NHS Sutton CCG NHS North East Hampshire and Farnham CCG Guildford and Waverly CCG
<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 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
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
<b>Title of programme(s):</b>	Independent and supplementary nurse prescribing V300
<b>Date of approval visit:</b>	27 February 2019

<b>Programme start date:</b>	
Independent and supplementary nurse prescribing V300	09 September 2019
Community practitioner nurse prescribing V150	N/A
Community practitioner nurse prescribing V100	N/A
<b>QA visitor:</b>	Mark Lovatt

**Section two**

<b>Summary of review and findings</b>
<p>Kingston University and St George's University London presented the independent and supplementary nurse prescribing (V300) programme for approval against the Nursing and Midwifery Council (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).</p> <p>The evidence provided demonstrates partnership working between the approved education institution (AEI), practice learning partners (PLPs) and students. These partnerships are effective and ongoing. The documentary evidence and the responses given by the programme team confirm there are resources in place to deliver the programme. There is some service user involvement in the programme, but this needs to be strengthened.</p> <p>The documentary evidence and responses at the approval visit confirm the programme meets the NMC standards for prescribing and there are effective support frameworks in line with the requirements of the Standards for student supervision and assessment (NMC, 2018).</p> <p>The programme is recommended to the NMC for approval subject to three specific conditions.</p> <p>Updated 3 June 2019</p> <p>Evidence is provided to meet the conditions. The conditions are met. The programme is recommended to the NMC for approval.</p>

Recommended outcome of the approval panel	
<p><b>Recommended outcome to the NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<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: The AEI must provide a strategy and implementation plan to ensure the ongoing development, delivery and evaluation of the programme is co-produced by service users and carers.</p> <p>(Standards framework for nursing and midwifery education R1.12, Standards for prescribing R2.1)</p> <p><b>Selection, admission and progression</b></p> <p>None identified.</p> <p><b>Practice learning</b></p> <p>None identified.</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>Condition two: The AEI must ensure that student facing programme documentation clearly distinguishes between the knowledge, understanding and skills students will be expected to demonstrate at academic levels six and seven. These must indicate differences in learning outcomes, assessment methods and student support facilities to achieve level seven outcomes. (AEI condition) (Standards framework for nursing and midwifery education R3.2; Standards for prescribing programmes R2.1)</p> <p>Condition three: The AEI must provide a single comprehensive document that provides the essential information required to undertake the programme. (AEI condition) (Standards framework for nursing and</p>

	midwifery education R3.2; Standards for prescribing programmes R2.1)
<b>Date condition(s) to be met:</b>	30 May 2019
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	Consistency of service user and carer involvement in the ongoing development, delivery and evaluation of the programme.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions</b>	
The programme team have provided documentary evidence that meets the conditions. Condition one and university conditions two and three are met.	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<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 May 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**

There is a philosophy of collaboration and effective partnership between PLPs and the AEI and there are mechanisms in place to ensure this will be an ongoing process. These mechanisms are demonstrated through documentation and discussions at the approval visit. There is evidence the AEI works in partnership with a range of PLPs to assure public safety and protection using regionally agreed processes. PLPs and the AEI are part of a wider pan London initiative which has produced a practice assessment strategy and audit process for use



across the region. This demonstrates effective levels of engagement and consensus regarding student assessment and achievement against NMC Standards.

Programme documentation and feedback given by PLPs and academic staff demonstrates a collaborative approach to the co-production of the programme. There is a shared approach to the preparation, and ongoing support, of practice assessors and practice supervisors.

Students confirm the documentary and narrative evidence given by the AEI and PLPs. The application process is considered as rigorous but reasonable. Students confirm they are required to give details of their suitability to undertake the programme in line with the standards for selection and admission. Students confirm all practice learning areas are subject to an educational audit process. Students are satisfied with the level of communication between themselves, the AEI and practice supervisors whilst they are learning in the practice setting. They emphasise the processes for communicating and escalating concerns are unambiguous and accessible. Students feel supported both academically in the AEI and in the practice learning environment. Students are satisfied with the assessment process and gave verbal assurance that there is support available in practice to guide their learning and assess their progress. Students told us their achievement is monitored throughout the programme and assessment of their competencies on completion is relevant. Students confirm they are given the opportunity to contribute to the future development of the programme through the completion of evaluation forms. Students say they have been invited to attend a focus group to discuss changes to the module credit structure.

Service user and carer involvement in programme design and ongoing review of the programme is not evident in the programme documentation. There is no indication that service users are involved in the delivery of programme content. Service users say they are involved in the observed structured clinical examinations (OSCEs) to assess student competence in history taking and clinical assessment. Service users told us they role play patients in these examinations. The details of scenarios used in these assessments are prepared, and given to them, by the programme team prior to the examinations. This is the extent of the partnership with service users.

Service users confirm they have not been asked to be involved in programme development. There is no evidence of co-production with service users. Students told us no service users are involved in the face to face delivery of the 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**

Gateway 2: Standards for student supervision and assessment

**MET**

**NOT MET**

**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 effective partnerships indicating service users and carers are involved in the co-production, face to face delivery or ongoing development of the programme.

Condition one: The AEI must provide a strategy and implementation plan to ensure the ongoing development, delivery and evaluation of the programme is co-produced by service users and carers.

(Standards framework for nursing and midwifery education R1.12, Standards for prescribing R2.1)

**Post event review**

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

Condition one:

Documentation submitted confirms the programme team has recruited service users and carers with experience of curriculum development, through the faculty's centre for public engagement. This group will be involved in the ongoing development, delivery and evaluation of the programme.

A plan demonstrates service users and carers will be involved in a timetable of module management meetings. These meetings will regularly review the module timetable, recruitment, practice learning support and assessment processes.

Evidence submitted:

Covering letter for V300 conditions, 28 May 2019

Service users meeting notes, 17 May 2019

Service user and carer strategy and implementation plan V300, April 2019

Service users-role players meeting notes, 25 February 2019

Condition one is now met.

**Date condition(s) met:** 3 June 2019

**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.

**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. The AEI is an established member of the pan London practice learning group. This is a partnership between AEIs and PLPs to provide governance infrastructure and consistent approaches to the education and assessment of nursing and midwifery programmes across nine AEIs. Documentary evidence and discussion at the approval visit confirm this partnership is in place and that it is ongoing. The AEI uses the pan London educational audit tool to assess the safety and effectiveness of learning environments. All practice learning environments are subject to this form of educational audit and these are completed by the AEI. The audit process confirms learning environments meet the NMC Standards for student supervision and assessment. Students are not placed in areas that do not have a satisfactory audit.

Partnership meetings ensure a supportive practice learning infrastructure is in place to enable students to meet programme requirements. PLPs regularly monitor and review the learning environments that are used for practice learning for the programme. This process of review ensures support, supervision, learning and assessment arrangements comply with the NMC Standards framework for nursing and midwifery education. Any areas considered at risk, for any reason, can be removed and only reinstated once reassessed and suitable to support students.

Students confirm learning environments are subject to audits and monitoring. Students report receiving good support available from the PLPs and the AEI.

The application screening process provides assurance that practice learning elements are in place before commencement of the programme. This process confirms students will be supported to complete the programme and employers will give access to protected learning time and suitably qualified practice supervisors and assessors. Placement agreement documents confirm this process. The programme team confirm these arrangements are reviewed at partnership meetings with PLPs.

Documentary evidence confirms an agreed pan London approach for the implementation of the Standards for student supervision and assessment (SSSA) for all AEIs and PLPs for the nurse prescribing programme commencing September 2019.

R1.3 is 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 evaluative summary to confirm how the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers) will be met through the transfer of existing students onto the proposed programme.*

The AEI confirm there is no transfer of existing students onto the proposed programme. All existing students are expected to complete the current programme.

Any students with interrupted studies will have relevant prior learning mapped to the Standards for prescribing programmes (NMC, 2018) prior to students commencing the new programme.

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

YES  NO

**Outcome**

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

**Date:** 18 March 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 no evidence of effective partnerships indicating service users and carers are involved in the co-production, face to face delivery or ongoing development of the programme.

Condition one: The AEI must provide a strategy and implementation plan to ensure the ongoing development, delivery and evaluation of the programme is co-produced by service users and carers. (Standards framework for nursing and midwifery education R1.12, Standards for prescribing R2.1)

R2.1 Programme documents make no clear distinction between academic levels six and seven. The aims, outcomes and assessment strategies are very similar in the student facing documentation. The AEI must ensure that student facing programme documentation clearly distinguishes between the knowledge, understanding and skills students will be expected to demonstrate at academic levels six and seven. (Condition two)

Students are required to consult several different documents in order to access key information regarding the programme. The AEI must provide a single comprehensive document that provides the essential information required to undertake the programme. (Condition three)

- 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. The portfolio document and the programme handbook give the student information about the programme and contain the competency assessment document for completion in practice. Various teaching strategies are used in order to support students' individual learning needs. Students told us they find the teaching and learning strategies are varied and they understand what is expected of them. The timetable includes group work, focussed discussions, online learning and clinical scenarios. Students say they value these clinical scenarios in supporting their development and putting learning into context. The virtual learning platform is valued by students because of its content and how it helps them to take part in learning at a time and place to suit them. The study skills support available is described in the portfolio and there is guidance for the student about what to do if they have concerns about their learning in either the academic or practice learning environments. The teaching and learning strategies are the same for both level six and level seven students. Students on different academic levels are taught together. R2.3 is 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 delivered in England only.

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

YES  NO

There is no evidence of effective partnership working indicating service users and carers are involved in the co-production, face to face delivery or ongoing development of the programme. (Condition one)

Condition one: The AEI must provide a strategy and implementation plan to ensure the ongoing development, delivery and evaluation of the programme is co-produced by service users and carers. (Standards framework for nursing and midwifery education R1.12, Standards for prescribing R2.1)

Programme documents make no clear distinction between academic levels six and seven. The aims, outcomes and assessment strategies are very similar in the student facing documentation. (condition two)

Condition two: The AEI must ensure that student facing programme documentation clearly distinguishes between the knowledge, understanding and skills students will be expected to demonstrate at academic levels six and seven. These must indicate differences in learning outcomes, assessment methods and student support facilities to achieve level seven outcomes. (AEI condition) (Standards framework for nursing and midwifery education R3.2; Standards for prescribing programmes R2.1)

Students are required to consult several different documents in order to access key information regarding the programme. (Condition three)

Condition three: The AEI must provide a single comprehensive document that provides the essential information required to undertake the programme. (AEI condition) (Standards framework for nursing and midwifery education R3.2; Standards for prescribing programmes R2.1)

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**

**Date:** 18 March 2019

**Post event review**

Identify how the condition(s) is met:

Condition one:

Documentation submitted confirms the programme team has recruited service users and carers with experience of curriculum development, through the faculty's centre for public engagement. This group will be involved in the ongoing development, delivery and evaluation of the programme.

A plan demonstrates service users and carers will be involved in a timetable of module management meetings. These meetings will regularly review the module timetable, recruitment, practice learning support and assessment processes.

Evidence submitted:

Covering letter for V300 conditions, 28 May 2019

Service users meeting notes, 17 May 2019

Service user and carer strategy and implementation plan V300, April 2019

Service users-role players meeting notes, 25 February 2019

Condition two:

The university has revised the level seven learning outcomes and level six and seven assessment methods to provide distinctions between them. There are strategies in place to support level seven students to achieve the required outcomes.

Evidence submitted:

Prescribing Level six module outline, May 2019

Prescribing Level seven module outline, May 2019

Condition two is now met.

Condition three:

The university has provided examples of the amended student facing information which can be accessed online. This is a single resource and contains all of the key information about the programme in one place.

Evidence submitted:

Screenshots of student facing information and single point of access on the university virtual learning platform.

Condition three is now met.

**Date condition(s) met:** 3 June 2019

**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**

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

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

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

**MET**  **NOT MET**

R3.1. Self-employed applicants must provide evidence that an honorary contract is in place with a practice learning environment which has a current and satisfactory

educational audit. Students enrolling on the programme must have an agreement of support from a suitably qualified practice assessor at the point of application.

An educational audit process which is approved by a partnership between 14 AEs and practice learning stakeholders is implemented across the region. Each of the practice learning environments utilised for students practice learning are subject to this process. This process is effective in ensuring that there are suitable supervisory arrangements in place for all applicants. The programme team, students and PLPs confirm these audits occur prior to practice learning.

Documentary evidence confirms arrangements to prepare practice assessors and practice supervisors and ensures students will be supported in practice learning environments by suitably qualified and prepared individuals. Documents outline the programme of preparation for practice supervisors and assessors to be delivered by the AEI. This involves the practice supervisors and assessors attending a half day of preparation for their role which is specific to the prescribing programme. PLPs are involved in the development and design of this programme of preparation. This was confirmed by PLPs present at the approval visit. R3.1 is met.

- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R3.2) **YES**  **NO**

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

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

**MET**  **NOT MET**

The programme uses a blended learning approach with technology enhanced learning using a virtual learning platform. Virtual patient scenarios are used to simulate realistic patient encounters and include theoretical learning applied to the context of prescribing practice. These scenarios are generic and non-specialist. Students told us about the relevance of scenarios and how they stimulate group discussion and sharing of good practice. Formative online quizzes are used to reinforce student learning and promote their engagement. Students confirm the usefulness and applicability of these technology enhanced resources. OSCEs are to be used as a simulation-based assessment and for learning opportunities. R3.3 is met.

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* (R3.4) **YES**  **NO**

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

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**

**Date:** 18 March 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. Practice assessment and supervision arrangements across the programme are established and structured. There is a process for selection and preparation of practice assessors and practice supervisors. Academic assessors also undergo preparation for their role. The practice assessor, academic assessor and student must sign an initial learning agreement. This forms an individualised action plan which outlines how the student will achieve the desired learning outcomes and identifies the support they require.

Student learning and achievement is monitored by using a portfolio. The portfolio serves not only as a record of attainment but also as a competency assessment tool. Student competencies are achieved through practice learning experiences. The student is supported in completing these competencies by their identified practice supervisors and their progress is also regularly assessed and monitored by the practice assessor. This portfolio document is clear and unambiguous and



includes a defined time frame for when meetings between the student, practice assessor and academic assessor will occur. This occurs at the mid-point and at the end of the programme. There is also provision for students to access support and guidance outside these formal meetings. Students are given contact details of the academic and practice assessor on commencement of the programme and are encouraged to contact them if they require support in achieving the learning outcomes. This process of communication between the student, practice assessor and academic assessor was confirmed in documentary evidence and by students and PLPs at the approval visit.

Documentary evidence confirms the communication pathway students must follow if there are concerns about their supervision. There is a process in place if a change of practice supervisor or practice assessor becomes necessary. PLPs and the academic team work in partnership to ensure that alternative arrangements are in place for students to receive ongoing and continuous support. R4.1 is met.

- 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. The criteria for the roles of the academic and practice assessor and the practice supervisor are clear from the programme documents. There is a half-day training programme to prepare practice supervisors and assessors with academic assessors provided by the AEI. Documentary evidence supported by discussion with PLPs at the approval visit, confirms the preparation meets the NMC Standards for student supervision and assessment and supports students to learn and safely achieve programme proficiencies. PLPs told us their role in identifying prospective practice assessors and practice supervisors. They gave assurance these individuals are supported to undertake the programme of preparation delivered by the AEI. This preparation provides information regarding the responsibilities for each role in recording student achievement, conduct and proficiency. Only those with a practice assessor qualification can make decisions regarding progression.

Communication pathways are in place and the contact details of the academic staff, PLPs and the organisational prescribing lead are given to students to provide ongoing support if necessary. PLPs will provide ongoing support to practice supervisors and practice assessors if there are concerns about their ability to perform their role. Practice assessors and practice supervisors are given a flowchart to follow in raising concerns regarding student conduct, competence and

support. Exceptional circumstances where the role of practice assessor and practice supervisor are the same person are outlined in the portfolio and module handbook. Processes to manage and monitor the role are in place for these exceptional circumstances. R4.2. is met.

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

YES  NO

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

YES  NO

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

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

MET  NOT MET

R4.5. Documentary evidence and discussion at the approval visit confirms there is a robust and systematic process in place to ensure the provision of practice learning support. This process commences at the point of application, with the application form requiring the name of the proposed practice assessor. The AEI checks the qualifications to ensure the practice assessor is a registered nurse who is an experienced nurse prescriber with the appropriate experience in the student's field of practice. If these checks reveal these supervisory arrangements are not established, the student cannot start the programme until support from appropriately qualified healthcare professionals is in place. R4.5 is 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:** 18 March 2019

**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  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 18 March 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 type="checkbox"/>	<input checked="" 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>Admissions policy, 2018</p> <p>Placement agreement template, 2018</p> <p>External examiner evaluation of practice visit</p> <p>External examiner report level 7</p> <p>Kingston and St George's university (KSGU) assessment and feedback policy</p> <p>Criteria for selection of new practice learning opportunity</p> <p>Pan London Approach to implementation of SSSA, 2018</p> <p>Process for the Transition to NMC SSSA Standards, 2018</p> <p>Education Leads Partnership Meeting Terms of Reference, 2018</p> <p>HSCE Raising concerns flowchart, 2017</p> <p>Placement agreement template</p> <p>Induction to nurse prescribing</p> <p>Sample of assessment feedback</p> <p>Sample of marking rubric</p> <p>Module evaluation questionnaire</p> <p>Practice placement evaluation</p> <p>Practice partner moderation itinerary</p> <p>Sample of PAD moderation event</p> <p>Post visit documentation:</p> <p>Covering letter for V300 conditions, 28 May 2019</p> <p>Service users meeting notes, 17 May 2019</p> <p>Service user and carer strategy and implementation plan V300, April 2019</p> <p>Service users-role players meeting notes, 25 February 2019</p> <p>Prescribing Level six module outline, May 2019</p> <p>Prescribing Level seven module outline, May 2019</p>		



Screenshots of student facing information and single point of access on the university virtual learning platform

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

Practice placement handbook

A generic practice placement document would not be useful due to the range and diversity of the practice learning environments used in the prescribing programme. The portfolio document contains all relevant details regarding the escalation of concerns and the roles of educational and practice staff involved in student assessment.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation</p> <p>Practice assessors and practice supervisors are not currently in place for this programme. Under the 2006 prescribing standards students were supported by a designated medical practitioner. The current curriculum will run out prior to this programme commencing. The process for transition to the new arrangements regarding assessment and supervision was seen and we met the current standards. Any students who have had their studies interrupted will have a</p>		

bespoke pathway which meets the current standards and recognises any prior learning.

Practice leads were involved at the approval visit.

Additional comments

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input 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 It was not necessary to view facilities. This is an established AEI who has been delivering the independent and supplementary nurse prescribing (V300) against the Standards of proficiency for nurse and midwife prescribers (2006)		
Additional comments:		

**Mott MacDonald Group Disclaimer**

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**Issue record**

**Final Report**

Author:	Mark Lovatt	Date:	18 March 2019
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