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Programme approval visit report

Section one

Programme provider name:	Liverpool John Moores University
In partnership with: *(Associated practice learning partners* *involved in the delivery of the programme)*	Liverpool Community Health NHS Trust Wirral Community Health and Care NHS Foundation Trust Wirral University Teaching Hospital NHS Foundation Trust North West Ambulance Service NHS Trust Mersey Care NHS Foundation Trust Aintree University Hospital NHS Foundation Trust Alder Hey Children's NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust Cheshire and Wirral Partnership NHS Foundation Trust The Clatterbridge Cancer Centre NHS Foundation Trust Countess of Chester Hospital NHS Foundation Trust Liverpool Women's NHS Foundation Trust East Cheshire NHS Trust Warrington and Halton Teaching Hospitals NHS Foundation Trust Liverpool Heart and Chest Hospital NHS Foundation Trust NHS West Cheshire Clinical Commissioning Group The Walton Centre NHS Foundation Trust Mid Cheshire Hospitals NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Royal Liverpool and Broadgreen University Hospitals NHS Trust Southport and Ormskirk Hospital NHS Trust St Helens and Knowsley Teaching Hospitals NHS Trust Private, voluntary and independent health care providers Education and social care providers

Programme(s) reviewed:

Programme: Independent and Supplementary Nurse Prescribing
Title of programme: Independent and Supplementary Nurse Prescribing
Programme start date: 7 September 2020

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

Programme: Community Practitioner Nurse Prescribing V100
Title of programme: Community Practitioner Prescribing
Programme start date: 7 September 2020

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

Date of approval	19 June 2020
QA visitor(s):	Registrant Visitor: Bernadette Martin

Summary of review and findings

Liverpool John Moores University (LJMU), faculty of health and the school of nursing and allied health (the school) has an established record of delivering prescribing programmes. The school present the independent and supplementary prescribing (V300) and the community practitioner nurse prescribing (V100) preparation programmes for approval. The proposed programmes are offered at academic levels six and seven.

The V300 award is delivered on three occasions in each academic year; there's 26 theory days with a practice requirement of 90 hours undertaken in the practice learning environment. It's offered as a standalone programme at academic level seven and it's an option in the Master of Science (MSc) advanced practice and advanced paediatric practice programmes. V300 prescribing is an integrated option in the postgraduate diploma specialist practitioner qualification district nursing (SPQ DN) and specialist practitioner qualification children's community nursing (SPQ CCN) programmes at academic level seven. The Bachelor of Science with honours (BSc Hons) SPQ DN and CCN programmes offer integrated V300 at academic level six as an option. The multi-professional programme is undertaken by allied health professionals who share learning with nurses and midwives.

V100 prescribing is delivered to students not undertaking the V300 option in the SPQ DN and CCN BSc (Hons) and postgraduate diploma programmes at academic levels six and seven respectively. It's an option in the postgraduate diploma and BSc (Hons) specialist community public health nursing (SCPHN) health visiting (HV) and school nursing (SN) programmes. Delivery of V100 is integrated in the DN, CCN, HV and SN specialist practice modules. The programme is delivered once a year over three days.

The V300 programme is mapped against the NMC Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018). The V100 programme isn't clearly mapped against the SPP and RPS competency framework for all prescribers.

There's evidence of partnership working between LJMU and practice learning partners (PLPs). Communication is effective at operational and strategic levels. There's evidence of communication networks between programme teams and PLPs. There's evidence of service user and carer (SUC) involvement in the development of the programmes. There's limited evidence of effective engagement with other key stakeholders including PLPs and students in the co-production of the programmes.

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Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level don't meet the Standards for student supervision and assessment (SSSA).

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

The programmes are recommended for approval subject to five NMC conditions and two university conditions. Two NMC recommendations are made. There's one university recommendation.

Updated 17 July 2020:

LJMU has provided documentation to meet NMC conditions one and four. Further evidence is required to meet NMC conditions two, three and five. LJMU confirm the university conditions are met.

Updated 28 July 2020:

LJMU has provided additional documentation to meet NMC conditions two, three and five.

All conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide an implementation plan for how feedback from students and other key stakeholders including PLPs will inform ongoing and future developments in the V100 and V300 programmes. (SFNME R1.12, R4.9) **Selection, admission and progression:** Condition two: Provide documentary evidence that students undertaking the V300 programme as part of a master's programme complete the V300 application

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process to ensure all requirements for application are met. (SPP R1.3)

Practice learning:

Condition four: Provide an implementation plan for how SSSA specific prescribing preparation for V100 and V300 practice assessors and practice supervisors will be undertaken. This must include how this is delivered to those who undertake the supervision and assessment of self-employed and non-NHS employed students. (SFNME R2.4; SSSA R5.1, R5.2, R8.1, R8.2; SPP R4.2)

Condition five: Provide V100 and V300 programme documentation which evidences how the process in exceptional circumstances, where the same person fulfils the role of practice supervisor and practice assessor, is managed. (SSSA R7.10; SPP R4.5)

Assessment, fitness for practice and award:

Condition three: Provide V100 programme documentation that accurately details delivery of the programme and how the academic levels six and seven learning outcomes are mapped to the assessments, the SPP and the RPS competency framework for all prescribers. (SFNME R2.2; SPP R2.2, R2.3, R4.9)

Education governance: management and quality assurance:

Condition six: Reword the learning outcomes to articulate differentiation between framework for higher education qualifications (FHEQ) levels six and seven in both programmes and in doing so reduce the number of outcomes overall. (University condition)

Condition seven: Update all programme documentation to ensure accuracy, and correct errors and inconsistencies in line with feedback and discussions with the panel. (University condition)

Date condition(s) to be met:	17 July 2020

Recommendations to enhance the programme delivery:	Recommendation one: The programme teams are asked to consider further involvement of SUCs in all aspects of the V300 and V100 programmes. (SFNME R1.12, R2.7, R5.14)

Recommendation two: The programme teams are asked to consider how e-learning and technology enhanced prescribing specific resources can be further strengthened in the V100 and V300 programmes. (SPP R3.3)

Recommendation three: Re-evaluate and revisit the summative assessment strategies of the V300 programme for efficacy in light of discussions regarding workloads, credit weightings and potential duplication. (University recommendation) |
| **Focused areas for future monitoring:** | None identified |

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Additional and revised copies of the programme documentation provide evidence the conditions are met.

An implementation plan details how stakeholder feedback informs ongoing and future developments in the V100 and V300 programmes. Condition one is met.

Revised application documentation and programme specifications clearly detail the requirement for all applicants to the V300 programme as part of a master's programme to complete the V300 application process. Condition two is met.

Revised V100 programme documentation details delivery of the programme. The programme is mapped to the assessments, the SPP and the RPS competency framework for all prescribers. Condition three is met.

An implementation plan and revised practice assessor and practice supervisor handbooks detail how specific prescribing preparation for all V100 and V300 practice assessors and practice supervisors will be undertaken. Condition four is met.

Revised programme documentation clearly details the process for managing exceptional circumstances, where the same person fulfils the role of the practice assessor and practice supervisor. Condition five is met.

The AEI has confirmed that the university conditions are met.

AEI Observations	Observations have been made by the education institution
	No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	28 July 2020

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders
Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:**

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

R2.4 comply with NMC Standards for student supervision and assessment

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

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

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

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

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

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

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Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders based on QA visitor (s) documentary analysis and discussions at the approval visit, taking into consideration the QA approval criteria

There's evidence of partnership working between LJMU and key stakeholders. Documentary evidence and the approval process provides some evidence of consultation with key stakeholders specific to LJMU prescribing programmes. A mapping document details feedback from stakeholders, however there's no specific evidence of minutes of consultation meetings or how consultation events were attended and undertaken. There's a presentation for external partners, however there's no evidence of how it's delivered to stakeholders and what the outcome of this approach is. PLP representatives, including practice assessors and practice supervisors, tell us they're aware of the SPP and the requirement for prescribing programmes to be approved against these. They tell us they've not

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actively contributed to the development of the programmes. Students tell us programme teams have discussed changes to the prescribing programmes in a class session and they're aware they'll undertake future practice assessor and practice supervisor roles for prescribing students. Students weren't able to describe co-production opportunities and tell us they haven't had involvement in specific development of the programmes. SUCs tell us they've contributed to the development of the programmes; they've influenced how SUC feedback in practice assessment documentation will include a focus on communication and listening skills. The programme documentation doesn't clearly detail the processes undertaken to evidence the involvement of all key stakeholders in the co-production of the programmes. (Condition one)

PLPs and students tell us they're aware of the SFNME, the SSSA, the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency framework for all prescribers). Students confirm they're assessed against the RPS competency framework for all prescribers in the current V100 and V300 programmes.

PLPs tell us there's effective partnership working with the school and programme teams to ensure students undertaking the V100 and V300 programmes are supported to achieve the relevant outcomes. They confirm confidence in the programmes to develop practitioners who are safe and effective prescribers. The inclusion of V300 in the SPQ programmes, PLPs tell us, is vital to the future of increasingly complex DN and CCN practice. They commend the programme teams for their commitment to partnership and tell us the programmes are fit for purpose.

Documentary evidence and the approval process confirms the V100 and V300 programme leader and wider programme teams work strategically with PLPs as part of a regional north west non-medical prescribing (NMP) education group (NWNMPEG). The programme leader and organisational NMP leads tell us the group ensures a co-ordinated and collaborative approach to prescribing governance with shared responsibility across universities and organisations in the north west. Minutes of meetings evidence robust approaches to ensuring applications for entry to programmes are monitored. The group are involved in supporting the introduction and implementation of the competency framework for designated prescribing practitioners (DPP) (RPS, 2019) across the north west. The DPP title is adopted in the V300 programme. Documentary evidence confirms the roles of the practice assessor and practice supervisor are clearly differentiated and explained within the context of the DPP role in student and practice assessor/practice supervisor facing documentation.

The senior school team tell us how LJMU work in partnership at a strategic level with PLPs and north west universities. They're represented at hospital and clinical commissioning group board level and tell us they're committed to working with individual organisations to ensure quality education across the school and in practice learning environments. The faculty pro-vice chancellor and director of

school confirm a commitment to support prescribing provision through continual review of staff resources to manage increasing numbers of students. They tell us there's a focus on future academic roles to include the recruitment of individuals who have a prescribing qualification.

Documentary evidence and the approval visit confirms that programme evaluation ensures student views are considered. Students tell us they're supported to provide feedback at any point in the programmes; they tell us programme teams are responsive to feedback and act upon any issues they have. Formal evaluations are undertaken, the outcome of any actions is reported through the university quality assurance process where actions required are implemented and reviewed. Students and practice assessors tell us they're aware of how to raise concerns. Student, practice assessor and practice supervisor documentation confirms the process for raising concerns in the school and in practice learning environments. Students tell us programme teams and practice assessors are supportive and respond to questions or concerns. They tell us learning in practice is protected; if there's issues, they're confident to report these to their practice assessor or programme leader. All student representatives tell us there's excellent support from programme teams across prescribing and specialist community programmes. SPQ DN and CCN student representatives tell us they support the V300 option in the SPQ programmes. Two SPQ students describe how they weren't able to undertake the V300 option as they couldn't secure a designated medical practitioner (DMP) practice assessor. PLPs acknowledge the increasing challenge associated with DMP support and, welcome the introduction of the non-medical practice assessor and practice supervisor roles in line with the SSSA. Students and PLPs recognise V300 is increasingly vital for DN and CCN roles.

There's documentary evidence of a school SUC strategy; senior school leads and programme teams tell us of a commitment to the involvement of SUCs across all professional programmes. SUC representatives tell us they're involved across the school in NMC programmes. They're prepared for their roles and receive structured guidance to support involvement in programmes. They describe their role as models in the objective structured clinical examination (OSCE) formative and summative assessments in the V300 programme. They tell us they're well prepared for the role; they provide students with feedback in partnership with the programme team. The representatives confirm the programme team ask them about their views on student performance. Involvement in the development of the V300 programme includes review of the reflection required in the e-portfolio which is focused on the importance of communication and listening skills. Direct consultation with SUCs has informed the development of a SUC feedback requirement in the V300 clinical assessment document (CAD). SUC involvement in the delivery of the V100 element of the SPQ and SCPHN is reflected in feedback in the practice evidence tool (PET). SUCs are involved across the specialist community programmes using scenario based case studies. The SUC representatives tell us they're respected by programme teams; they feel valued members of the team. The opportunity to review the programme documentation has further increased their confidence and reassurance that students are well

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prepared for a prescribing role. They tell us they'd welcome further involvement in both programmes as they believe prescribing is a vital non-medical skill. (Recommendation 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

Not Met

The programme documentation doesn't clearly detail the processes undertaken to evidence the involvement of all key stakeholders in the co-production of the programmes. (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 2: Standards for student supervision and assessment

Met

If not met, state reason

The programme documentation doesn't clearly detail the processes undertaken to evidence the involvement of all key stakeholders in the co-production of the programmes.

Condition one: Provide an implementation plan for how feedback from students and other key stakeholders including PLPs will inform ongoing and future developments in the V100 and V300 programmes. (SFNME R1.12, R4.9)

Post Event Review

Identify how the condition is met:

Condition one: An implementation plan details how students and PLPs will inform ongoing and future V100 and V300 programme developments. This includes student attendance at programme boards of study and how programme teams work locally with PLPs including NMP leads. Attendance by programme teams at the regional NWNMPEG will continue to inform programme developments.

Evidence:
Implementation plan, feedback from students and stakeholders, undated

Condition one is met.

Date condition(s) met: 28 July 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Student journey through the programme

Standard 1 Selection, admission and progression

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

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

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

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

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

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

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

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Yes

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

Yes

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

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

Not Met

R1.3 is not met. There's a north west regional application process for V300 applications. Programme documentation and the approval process confirms there's a collaborative approach to standardise applications regionally across approved education institutions (AEIs), NHS trusts and PLP organisations. A regional application form is used to provide information about support mechanisms and protected learning time for students accessing the programme. Applicants must have employer support to undertake the programme; clinical managers sign to confirm practice learning time will be protected. NHS PLP NMP leads must confirm applicants meet the requirements for admission to the programme. Self-employed and non-NHS employed applicants must evidence they meet all entry requirements including a professional reference confirming good health and character. All applications are reviewed and agreed by the programme leader.

Applicants undertaking V100 are interviewed by their employer organisations and programme teams as part of the SPQ and SCPHN programme recruitment process. PLPs confirm that applicants to the SPQ programmes must meet prescribing entry requirements. For students who undertake the V300 option they follow the north west application process. PLP representatives tell us the application process ensures prescribing governance is assured in practice learning environments. Students and PLPs tell us that employers, practice assessors and practice supervisors support applications evidenced by completion of the application form. This ensures support for protected practice learning, confirmation of clinical suitability to enter the programme and satisfactory disclosure and barring service (DBS) checking. V300 and V100 student representatives tell us practice learning is protected. A student undertaking the V300 award as part of the MSc advanced practice programme and a PLP representative who supports staff accessing this programme told us they weren't aware of a separate application to the V300 programme and weren't required to complete this. (Condition two)

The north west learning environment educational audit tool assesses and monitors the effectiveness and safety of practice learning environments. All practice learning environments are subject to the educational audit process and are completed in partnership with PLPs and LJMU. The programme team undertake the educational audit for those non-NHS practice learning environments who don't have an existing audit in place. Practice placement areas without a satisfactory audit aren't used.

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

Yes

Processes are in place to confirm on entry that any applicant selected to undertake a prescribing programme has the competence, experience and

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academic ability to study at the level required for that programme (R1.5)

Yes

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

-Clinical/health assessment

-Diagnostics/care management

-Planning and evaluation

Yes

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

Yes

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards for prescribing programmes **and Standards of proficiency for nurse and midwife prescriber (adoption of the RPS Competency Framework for all Prescribers) will be met through the transfer of existing students onto the proposed programme**

There's no student interruptions; current V100 students have completed their programme. V300 students are expected to complete their studies before the proposed programme commences. The current programmes are assessed against the RPS competency framework for all prescribers; if there's any unexpected V300 interruptions, students will return and complete the existing programme.

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

Yes

Outcome

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Is the standard met?

Not Met

There's no assurance that students who undertake the V300 option in the MSc advanced practice programmes complete a separate application to the programme.

Condition two: Provide documentary evidence that students undertaking the V300 programme as part of a master's programme complete the V300 application process to ensure all requirements for application are met. (SPP R1.3)

Date: *19 June 2020*

Post Event Review

Identify how the condition is met:

Condition two: Programme specifications and application process documentation clearly detail that students undertaking the V300 programme as part of a master's programme must fully complete the V300 application process.

Evidence:
Revised, programme specification, level six, V300, undated
Revised, programme specification, level seven, V300, undated
Revised, programme specification, BSc (Hons) specialist community practitioner, DN, undated
Revised, programme specification, postgraduate diploma specialist community practitioner, DN, undated
Revised, programme specification, BSc (Hons) specialist community practitioner, CCN, undated
Revised, programme specification, postgraduate diploma specialist community practitioner, CCN, undated
Programme specification, Master of arts (MA) mental health nursing, full-time, undated
Programme specification, MA, mental health nursing, part-time, programme, undated
Programme specification, MSc advanced clinical practice, midwifery, undated
Programme specification, MSc advanced healthcare practice, clinical, undated
Programme specification, MSc advanced healthcare practice, critical care, undated
Programme specification, MSc advanced healthcare practice, paediatric and neonatal practice, acute care pathway, undated
Programme specification, MSc in advanced healthcare practice, paediatric and neonatal practice, ambulatory care pathway, undated
Programme specification, MSc in paramedicine, undated

Application process for NHS supported students V300, undated
Application process for independent and self-funded students V300, undated
Revised, context document, independent and supplementary prescribing V300, undated

Condition two is met.

Date condition(s) met: 28 July 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

Standard 2 Curriculum

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

R2.1 ensure programmes comply with the NMC Standards framework for nursing and midwifery education

R2.2 ensure that all prescribing programmes are designed to fully deliver the competencies set out in the RPS A Competency Framework for all Prescribers, as necessary for safe and effective prescribing practice

R2.3 state the learning and teaching strategies that will be used to support achievement of those competencies

R2.4 develop programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice:

R2.4.1 stating the general and professional content necessary to meet the programme outcomes

R2.4.2 stating the prescribing specific content necessary to meet the programme outcomes

R2.4.3 confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

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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

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Evidence provides assurance that the following QA approval criteria are met

There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)

Yes

There is evidence that the programme is designed to fully deliver the competencies set out in the RPS Competency Framework for all Prescribers, as necessary for safe and effective prescribing practice (R2.2).

No

R2.2 is not met. Documentary evidence confirms the V300 programme is designed to deliver the competencies set out in the RPS competency framework for all prescribers. V100 programme documentation doesn't clearly identify how the programme fully delivers the RPS competencies. Mapping against the RPS competency framework, the SPP and programme assessments is inconsistent; this includes reference to V300 programme documents and is referenced to the Health and Care Professions Council (HCPC). (Condition three)

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)

Not Met

R2.3 is not met. All students are encouraged to reflect on their learning, performance and achievement. V300 students record evidence of learning in an e-portfolio. They develop learning agreements and action plans supported by practice assessors and practice supervisors. Progression towards achievement of RPS competencies is reviewed and recorded in the CAD by students and practice assessors at a mid-point programme meeting. The CAD requires practice assessors to record confirmation of achievement of the competencies; academic assessors record agreement. V300 programme documentation details clear communication processes between practice assessors, practice supervisors and academic assessors.

Teaching and learning methods on both programmes include lectures, seminars, group discussion and case scenarios. The virtual learning environment (VLE) enables access to online teaching resources. The V300 programme is delivered using a blended learning approach with online and university-based content. Students undertake 16 contact days in the university delivered by an experienced multi-professional programme team. Pharmacology related content is delivered by a pharmacist.

Programme documentation and V100 students confirm they undertake three contact days which include pharmacology and relevant prescribing content. V100 students evidence learning and progression towards achievement of the RPS competencies with final sign-off in the respective SCPHN or SPQ PET. Mapping documentation is however inconsistent and doesn't provide assurance that the programme fully meets the RPS competencies. (Condition three)

Students tell us teaching and online resources support their learning. One student tells us they've had some information technology (IT) issues which were resolved with IT support. Students tell us there's effective support from programme teams. They tell us learning and teaching strategies prepare them for prescribing practice. Students confirm there's communication between PLPs, programme teams and practice assessors.

Evidence of programme outcomes that inform learning in relation to the formulary relevant to the individual's intended scope of prescribing practice (R2.4):

-stating the general and professional content necessary to meet the programme outcomes

-stating the prescribing specific content necessary to meet the programme outcomes

-confirming that the programme outcomes can be applied to all parts of the NMC register: the four fields of nursing practice (adult, mental health, learning disabilities and children's nursing); midwifery; and specialist community public health nursing

Yes

The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point. There are appropriate module aims, descriptors and outcomes specified. (R2.5)

Yes

If relevant to the review: Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language. (R2.6)

N/A

The programmes are delivered in England.

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

No

The V100 programme documentation doesn't clearly identify how the programme meets the SPP and fully delivers the competencies in the RPS competency framework for all prescribers. (Condition three)

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

Yes

Outcome

Is the standard met?

Not Met

The V100 programme documentation doesn't clearly identify how the programme meets the SPP and fully delivers the competencies in the RPS competency framework for all prescribers.

Condition three: Provide V100 programme documentation that accurately details delivery of the programme and how the academic levels six and seven learning outcomes are mapped to the assessments, the SPP and the RPS competency framework for all prescribers. (SFNME R2.2; SPP R2.2, R2.3, R4.9)

Date: *19 June 2020*

Post Event Review

Identify how the condition is met:

Condition three: Revised V100 programme documentation and programme mapping documentation confirms the programme fully meets the requirements of the SPP and RPS competency framework for all prescribers.

Evidence:
Revised, programme guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, module guide, contemporary issues in DN, with V100, level seven, 2020-2021
Revised, module guide, contemporary issues in DN, with V100, level six, 2020-2021
Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, programme guide, BSc (Hons) specialist community practitioner, CCN, 2020-2021
Revised, programme guide, postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, module guide, contemporary issues in CCN, with V100, level seven, 2020-2021
Revised, module guide, contemporary issues in CCN, with V100, level six, 2020-2021
Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, programme guide, BSc (Hons) SCPHN, 2020-2021
Revised, programme guide, postgraduate diploma, SCPHN, 2020-2021
Revised, module guide, contemporary issues in SCPHN with V100, level seven, 2020-2021
Revised, module guide, contemporary issues in SCPHN with V100, level six, 2020-2021
Revised, PET, SCPHN, HV, 2020-2021
Revised, PET, SCPHN, SN, 2020-2021
Revised, PET guide, BSc (Hons) and postgraduate diploma, SCPHN, 2020-2021
Revised, V100 practice assessor and practice supervisor handbook, 2020-2021
Revised, V100 mapping document against SPP, undated
Revised, V100 mapping document against RPS, undated
Revised, V100 handbook, community practitioner prescribing, June 2020

Condition three is met.

Date condition(s) met: 28 July 2020

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Revised outcome after condition(s) met:
Met
Condition three is 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 <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>
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* R3.1 is met. Documentary evidence and the approval process confirm suitable and effective arrangements and governance for practice learning are in place for all applicants. This is assured by partnership working between programme teams and

PLPs. NMP leads and line managers work in partnership to ensure applicants meet the entry requirements of the programmes. PLPs confirm all applications to the V300 programme require completion of the regional application form to confirm governance arrangements to support practice learning, supervision and assessment are in place. Practice education facilitator (PEF) representatives describe their role in the educational audit process. They're responsible for undertaking educational audit ensuring safe and effective learning is supported. Governance arrangements for V100 prescribing practice learning is assured as part of the SPQ and SCPHN educational audit and monitoring processes.

Self-employed and non-NHS employed V300 applicants complete additional application form information including evidence of a satisfactory DBS check and a professional reference. Educational audit requires assurance there's appropriate policies and processes in place in the practice learning environment to evidence suitable and effective governance arrangements. There must be a suitable systems regulator report in place. The programme team tell us these arrangements are actively monitored by the programme leader.

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

Yes

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

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

Met

R3.3 is met. Documentary evidence and the approval process confirms there's a commitment by LJMU to ensure technology enhanced and simulation-based learning is embedded across both programmes. Senior school representatives describe ongoing enhancements and development of a simulation strategy to support all NMC programmes. This includes construction of a simulation space building which will enable multiple simulation learning opportunities for students.

Practice learning requires students to simulate prescription writing skills evidenced in the PET and e-portfolio documents. All students evidence the development of prescribing specific assessment skills in practice supported by practice assessors and practice supervisors. V300 students have timetabled formative OSCE preparation to support the summative assessment. Students tell us that SUCs act as models who, in partnership with the programme team, provide them with direct feedback on their performance during formative sessions.

All learning and teaching resources are available on the VLE for students to support learning and assessment preparation. Students tell us they're aware of and have accessed some prescribing specific online resources. Documentary evidence confirms students have access to a range of prescribing specific online learning resources, including a demonstration version of the NHS approved electronic prescribing and medication administration application (OPENeP). A health and education co-operative website developed specifically to support prescribing education and the Health Education England standardised numeracy assessment tool process (SN@P) is used to support the development of numeracy skills. Some students confirm they've used these resources. Programme teams are asked to consider how these prescribing specific e-learning and technology resources can be further enhanced to support all students' learning. (Recommendation two)

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

Yes

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

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

Yes

Outcome
Is the standard met? *Met* **Date:** *19 June 2020*
Post Event Review
Identify how the condition is met:

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Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4 Supervision and assessment

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

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

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC Standards for student supervision and assessment

R4.3 appoint a programme leader in accordance with the requirements of the NMC Standards framework for nursing and midwifery education. The programme leader of aprescribing programme may be any registered healthcare professional with appropriate knowledge, skills and experience

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

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

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

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

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

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

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

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

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

Evidence provides assurance that the following QA approval criteria are met

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

Met

R4.1 is met. The north west learning environment educational audit tool is used to ensure appropriate systems and processes are in place to support student learning. V100 is included in the educational audit for SPQ and SCPHN programmes. On application to the V300 programme there must be a satisfactory audit of the practice learning environment. The programme team undertake educational audit for those non-NHS practice learning environments who don't have an existing audit in place. Documentary evidence and the approval process confirm practice learning is evaluated; students confirm they provide formal and informal feedback on practice learning. There's communication between practice assessors and academic assessors to identify and address any issues related to practice learning. Students are advised about, and have access to, the procedure for raising concerns in the university and the practice learning environment. PLPs have processes in place to support students in raising a concern which is confirmed as part of the educational audit process. Students confirm they're confident to discuss concerns in the first instance with their practice assessor or programme leader. SPQ and SCPHN programme documentation confirms practice supervisors and practice assessors attend regular meetings with programme teams across the academic year.

There is evidence of how the Standards for student supervision and

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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)

Not Met

R4.2 is not met. Documentary evidence and the approval process confirms there's a strategic partnership approach across the north west region for the implementation and operationalisation of the SSSA. Senior PLP representatives and the senior school team describe the strategic management of this across the region. Operationally, PEFs support the preparation of practice assessors and practice supervisors. The programme documentation doesn't clearly identify how prescribing specific practice assessor and practice supervisor preparation is undertaken. Programme teams describe involvement of PEFs in preparation. They tell us there'll be a session at the end of the V300 programme explaining the role of the DPP. They couldn't fully confirm the operationalisation of V100 and V300 practice assessor and practice supervisor preparation. It's not clear how practice assessor and practice supervisor preparation for self-employed and non-NHS employed students will be delivered. Students and practice assessors tell us they're aware of the SSSA. They couldn't however tell us how future practice assessor and practice supervisor preparation for prescribing will be undertaken.

Documentary evidence and the approval process confirms the application and educational audit processes ensure practice assessors and practice supervisors are identified and confirm suitability, agreement and preparation to support students at the point of application. There's no clear evidence of how SSSA preparation of practice assessors and practice supervisors is applied to the programmes. (Condition four)

Programme team members act as academic assessors; they're required to self-declare how they meet the requirements of the academic assessor role. Evidence of programme teams' educational and professional experience confirms they meet the requirements to undertake the academic assessor role.

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

Yes

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

Yes

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that

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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)

Not Met

R4.5 is not met. Documentary evidence and the approval process confirms application processes ensure students have the support of practice assessors who are both registered healthcare professionals and experienced prescribers. PLPs tell us this is confirmed at application. There's no clear documented plan for the management in exceptional circumstances if the same person fulfils the role of practice assessor and practice supervisor. There's evidence in the V100 PET of the opportunity to record and explain why students have the same practice assessor and practice supervisor, however there's no further detail on the management of this in programme documentation. There's no documentary evidence supporting how the situation is managed in the V300 programme. (Condition five)

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

Yes

Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)

Yes

Processes are in place to assess the student's suitability for award based on the successful completion of a period of practice based learning relevant to their field of prescribing practice (R4.8)

Yes

Processes are in place to ensure that all programme learning outcomes are 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

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- successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%)

No

R4.9 is not met. Documentary evidence doesn't clearly evidence how V100 programme learning outcomes at academic levels six and seven address all areas of the RPS competencies. How assessments map to the learning outcomes isn't clearly detailed. (Condition three)

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met Please provide narrative for any exceptions

No

The V100 programme documentation doesn't clearly identify how the programme meets the SPP and fully delivers the competencies in the RPS competency framework for all prescribers. (Condition three)

There's no clear evidence of how SSSA preparation of practice assessors and practice supervisors is applied to the programmes. (Condition four)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to supervision and assessment are met Please provide narrative for any exceptions

No

There's no clear evidence of how SSSA preparation of practice assessors and practice supervisors is applied to the programmes. (Condition four)

There's no clear documented plan for the management in exceptional circumstances if the same person fulfils the role of practice supervisor and practice assessor. (Condition five)

Outcome
Is the standard met? *Not Met*   The V100 programme documentation doesn't clearly identify how the programme meets the SPP and fully delivers the competencies in the RPS competency framework for all prescribers.

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Condition three: Provide V100 programme documentation that accurately details delivery of the programme and how the academic levels six and seven learning outcomes are mapped to the assessments, the SPP and the RPS competency framework for all prescribers. (SFNME R2.2; SPP R2.2, R2.3, R4.9)

There's no clear evidence of how SSSA preparation of practice assessors and practice supervisors is applied to the programmes.

Condition four: Provide an implementation plan for how SSSA specific prescribing preparation for V100 and V300 practice assessors and practice supervisors will be undertaken. This must include how this is delivered to those who undertake the supervision and assessment of self-employed and non-NHS employed students. (SFNME R2.4; SSSA R5.1, R5.2, R8.1, R8.2; SPP R4.2)

There's no clear documented plan for the management in exceptional circumstances if the same person fulfils the role of practice supervisor and practice assessor.

Condition five: Provide V100 and V300 programme documentation which evidences how the process in exceptional circumstances, where the same person fulfils the role of practice supervisor and practice assessor, is managed. (SSSA R7.10; SPP R4.5)

Date: *19 June 2020*

Post Event Review

Identify how the condition is met:

Condition three: Revised V100 programme documentation and programme mapping documentation confirms the programme fully meets the requirements of the SPP and RPS competency framework for all prescribers.

Evidence:
Revised, programme guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, module guide, contemporary issues in DN, with V100, level seven, 2020-2021
Revised, module guide, contemporary issues in DN, with V100, level six, 2020-2021
Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, programme guide, BSc (Hons) specialist community practitioner, CCN,

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2020-2021
Revised, programme guide, postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, module guide, contemporary issues in CCN, with V100, level seven, 2020-2021
Revised, module guide, contemporary issues in CCN, with V100, level six, 2020-2021
Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, programme guide, BSc (Hons) SCPHN, 2020-2021
Revised, programme guide, postgraduate diploma, SCPHN, 2020-2021
Revised, module guide, contemporary issues in SCPHN with V100, level seven, 2020-2021
Revised, module guide, contemporary issues in SCPHN with V100, level six, 2020-2021
Revised, PET, SCPHN, HV, 2020-2021
Revised, PET, SCPHN, SN, 2020-2021
Revised, PET guide, BSc (Hons) and postgraduate diploma, SCPHN, 2020-2021
Revised, V100 practice assessor and practice supervisor handbook, 2020-2021
Revised, V100 mapping document against SPP, undated
Revised, V100 mapping document against RPS, undated
Revised, V100 handbook, community practitioner prescribing, June 2020

Condition three is met.

Condition four: An implementation plan and revised practice assessor and practice supervisor facing documentation detail how specific prescribing preparation for V100 and V300 practice assessor and practice supervisor roles will be undertaken. V300 practice assessors and practice supervisors, including those who support self-employed and non-NHS employed students, will be invited to attend a face to face preparation workshop in week one of the programme. The programme team will deliver remote preparation workshops to further support practice assessor and practice supervisor preparation. PEF teams and NMP leads will access the workshop in order to support prescribing specific preparation during wider organisational SSSA preparation workshops.

V100 specific practice assessor and practice supervisor preparation will be delivered at bi-annual SPQ and SCPHN programme updates delivered by the programme teams.

Academic assessors will continually provide support for all prescribing practice assessors and practice supervisors during practice visits. Practice assessor and practice supervisor facing documentation details how the programme teams can be contacted to provide additional support.

Evidence:
Implementation plan, preparation for V100 and V300 practice assessor and practice supervisor roles, undated
Revised, V100 practice assessor and practice supervisor handbook, 2020-2021
Revised, DPP, handbook, undated

Condition four is met.

Condition five: Revised programme documentation confirms there's a process in place to support and monitor practice learning in exceptional circumstances where the same person fulfils the role of practice supervisor and practice assessor. Assessment and practice assessor and practice supervisor facing documentation includes detailed information on how this is managed and recorded. Flow charts detail the process and how this is managed if issues arise. PEFs will monitor this for NHS employed students; the V300 programme team will manage this for self-employed and non-NHS employed students.

Evidence:
Revised, context document, V300, undated
Revised, programme guide, V300, 2020-2021
Revised, DPP, handbook, undated
Revised, V300 CAD, undated
Revised, programme guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, programme guide, BSc (Hons) specialist community practitioner, CCN, 2020-2021
Revised, programme guide, postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, programme guide, BSc (Hons) SCPHN, 2020-2021
Revised, programme guide, postgraduate diploma, SCPHN, 2020-2021
Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021
Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021
Revised, PET, SCPHN, SN, 2020-2021
Revised, PET, SCPHN, HV, 2020-2021
Revised, PET guide, BSc (Hons) and postgraduate diploma, SCPHN, 2020-2021
Revised, V100 practice assessor and practice supervisor handbook, 2020-2021
Minutes, NMP lead meeting, 6 February 2020

Condition five is met.

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Date condition(s) met: 28 July 2020

Revised outcome after condition(s) met:

Met

Conditions three, four and five are met.

Standard 5 Qualification to be awarded

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

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

R5.1.1 a community practitioner nurse or midwife prescriber (V100/V150), or

R5.1.2 a nurse or midwife independent/supplementary prescriber (V300)

R5.2 ensure that participation in and successful completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award

R5.3 inform the student that the award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber

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

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Evidence provides assurance that the following QA approval criteria are met

Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:

- a community practitioner nurse (or midwife) prescriber (V100/V150), or

- a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

Yes

Evidence to ensure that successful participation in and completion of an NMC approved prescribing programme leads to accreditation at a level equivalent to a bachelor's degree as a minimum award (R5.2)

Yes

Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber (R5.3)

Yes

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

Yes

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

Yes

Outcome
Is the standard met?   *Met*   Date: *19 June 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met:

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N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Student facing documentation including: programme handbook	Yes
Student university handbook	Yes
Practice assessment documentation	Yes
Practice placement handbook	Yes
PAD linked to competence outcomes, and mapped against RPS A Competency Framework for all Prescribers	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018)	Yes
Mapping document providing evidence of how the programme meets the Standards for prescribing programmes and RPS Standards of proficiency for prescribers (NMC, 2018)	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions	Yes
List additional documentation: Presentation by the programme team, 19 June 2020 NMC, AEI and PLP annual self-report, 15 January 2020 Post visit documentation: Revised programme guide, V300, 2020-2021 Revised, V100 practice assessor and practice supervisor handbook, 2020-2021 Revised, V100 handbook, community practitioner prescribing, June 2020 Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021 Revised, PET, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021 Revised, DPP, handbook, undated Revised, programme specification, level six, V300, undated Revised, programme specification, level seven, V300, undated	

Revised, context document, V300, undated

Implementation plan, feedback from students and stakeholders, undated

Application process for NHS supported students V300, undated

Application process for independent and self-funded students V300, undated

Implementation plan, preparation for V100 and V300 practice assessor and practice supervisor roles, undated

Revised, programme guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021

Revised, module guide, contemporary issues in DN, with V100, level seven, 2020-2021

Revised, module guide, contemporary issues in DN, with V100, level six, 2020-2021

Revised, module guide, contemporary issues in CCN, with V100, level seven, 2020-2021

Revised, module guide, contemporary issues in CCN, with V100, level six, 2020-2021

Practice area audit process, undated

Periodic programme review event outcomes, approved by chair of the panel, 20 July 2020

Fact file, V300, undated

Fact file, specialist community practitioner, DN, undated

Fact file, specialist community practitioner, CCN, undated

Revised, programme guide, V300, 2020-2021

Revised, programme guide, BSc (Hons) specialist community practitioner, CCN, 2020-2021

Revised, programme guide, postgraduate diploma specialist community practitioner, CCN, 2020-2021

Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, CCN, 2020-2021

Revised, PET, guide, BSc (Hons) and postgraduate diploma specialist community practitioner, DN, 2020-2021

Revised, V300 CAD, undated

Revised, programme specification, BSc (Hons) specialist community practitioner, DN, undated

Revised, programme specification, postgraduate diploma specialist community practitioner, DN, undated,

Revised, programme specification, BSc (Hons) specialist community practitioner, CCN, undated

Revised, programme specification, postgraduate diploma specialist community practitioner, CCN, undated,

Programme specification, MA mental health nursing, full-time, undated

Programme specification, MA, mental health nursing, part-time, programme, undated

Programme specification, MSc advanced clinical practice, midwifery, undated

Programme specification, MSc advanced healthcare practice, clinical, undated

Programme specification, MSc advanced healthcare practice, critical care, undated

Programme specification, MSc advanced healthcare practice, paediatric and neonatal practice, acute care pathway, undated
Programme specification, MSc in advanced healthcare practice, paediatric and neonatal practice, ambulatory care pathway, undated
Programme specification, MSc in paramedicine, undated
Revised, module guide, contemporary issues in SCPHN with V100, level seven, 2020-2021
Revised, module guide, contemporary issues in SCPHN with V100, level six, 2020-2021
Revised, programme guide, BSc (Hons) SCPHN, 2020-2021
Revised, programme guide, postgraduate diploma, SCPHN, 2020-2021
Revised, PET, SCPHN, SN, 2020-2021
Revised, PET, SCPHN, HV, 2020-2021
Revised, PET guide, BSc (Hons) and postgraduate diploma, SCPHN, 2020-2021
Revised, V100 mapping document against SPP, undated
Revised, V100 mapping document against RPS, undated
Minutes, NMP lead meeting, 6 February 2020
Response to the conditions, undated

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

Additional comments: None

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: V100 September 2019 x two V100 September 2018 x one V300 January 2020 x two	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: None	

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

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning / virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation This is an established AEI and visits to facilities weren't needed.	
Additional comments: None	

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Issue record			
Final Report			
Author	Bernadette Martin	Date	3 July 2020
Checked by	Ian Felstead-Watts	Date	7 August 2020
Submitted by	Amy Young	Date	17 August 2020
Approved by	Leeann Greer	Date	21 August 2020