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Programme approval visit report

Section one

Programme provider name:	Middlesex University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Camden and Islington NHS Foundation Trust Central and North West London NHS Foundation Trust Barnet, Enfield and Haringey Mental Health NHS Trust Royal Free London NHS Foundation Trust Barts Health NHS Trust Imperial Health NHS Trust Whittington Health North Middlesex University Hospital NHS Trust Northampton General Hospital Trust General Practice Moorfields Eye Hospital NHS Foundation Trust East London NHS Foundation Trust Harrow Clinical Commissioning Group Central London Community Health Trust
Programme(s) reviewed: Programme: Independent and Supplementary Nurse Prescribing Title of programme: Non Medical Prescribing V300 Programme start date: 13 January 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Programme: Community practitioner nurse prescribing V150 Title of programme: Nurse Prescribing V150 Programme start date: 13 January 2020 Academic level(s): England, Wales, Northern Ireland: Level 6 Level 7	
Date of approval	10 September 2019
QA visitor(s):	Registrant Visitor: Mark Lovatt

Summary of review and findings
Middlesex University (MU) has presented the independent and supplementary nurse prescribing (V300) and the community practitioner nurse prescribing (V150) programmes 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). Documentary evidence and responses at the approval visit confirm the programmes meet the Standards for prescribing programmes (NMC, 2018) and there are effective support frameworks in line with the requirements of the Standards framework for nursing and midwifery education (SFNME) and the Standards for student supervision and assessment (SSSA) (NMC, 2018). The partnership between MU and their practice learning partners (PLPs) is robust, with evidence of active and effective engagement at an operational and strategic level. There is evidence of effective communication networks between academic staff delivering the programmes and PLPs to ensure there is consistency of student experience across differing practice learning settings. Practice learning environments are subjected to educational audit process and ensure staff supporting student learning and assessment in practice meet the SSSA (NMC, 2018) and receive the support required to undertake their role. The programmes are recommended to the NMC for approval subject to one specific NMC condition. The university made one condition. One recommendation is made. Updated 27 October 2019 MU has provided documentation to meet the NMC condition and the university condition. Both conditions are met and 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
	Effective partnership working: collaboration, culture, communication and resources:

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.*	Condition one: The AEI must produce an operational plan, including narrative that assures ongoing and sustainable service user and carer involvement in the design, delivery and recruitment processes in the V150 and V300 programmes (SFNME R1.12 R2.7, Standards for prescribing programmes (SPP) R2.1) **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition two: The programme team must clarify the entry requirements for each of the programmes (V150 and V300) and clearly articulate to students the academic difference between level six and level seven. (University condition)
Date condition(s) to be met:	25 October 2019
Recommendations to enhance the programme delivery:	Recommendation one: The AEI should think about making the raising concerns in practice procedure more prominent in the student facing documentation. (SFNME R1.5, SPP R4.1)
Focused areas for future monitoring:	Consistency of service user and carer involvement in the ongoing development, delivery and evaluation of the programme.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team has provided documentary evidence to meet the NMC and university conditions.

There is a service user strategy for the V150 and V300 prescribing programmes outlining a timetable of service user involvement in selection and recruitment, teaching and course management meetings. The process of how service users will be involved in the design, development, delivery and evaluation of the prescribing programmes in the future is provided. Condition one is met.

Evidence to meet the university condition is provided. Student facing information differentiates entry requirements for each of the programmes (V150 and V300). The university has revised the language used in each of the course handbooks to demonstrate the difference between academic levels six and seven for both the V150 and V300 programmes. The university condition is met.

AEI Observations	**Observations have been made by the education institution**
	Yes
Summary of observations made, if applicable	We are happy that the report reflects discussions and have now uploaded our response to the conditions and recommendation made.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	27 October 2019

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,

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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

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

Documentary evidence demonstrates there's collaboration between PLPs and MU, the approved education institution (AEI) at strategic and operational levels to develop and oversee nursing programmes delivered. This extends to prescribing programmes. PLPs confirm clinical leads are involved with the design and delivery of the programmes. PLPs confirm the programmes seeking approval are subject to regionally agreed audit processes. Discussion with PLP representatives at strategic level confirms a programme of preparation to ensure effective transition to the SSSA is in place and a database is kept ensuring suitably prepared practice supervisors and practice assessors are identified. The numbers of practice supervisors and practice assessors will be sufficient to deliver the programmes seeking approval. There's a planned approach to support practice learning whereby the academic assessor will communicate with the practice assessor to monitor student progress towards achieving the competencies within the RPS (2016) competency framework. This is made clear in practice assessment documents and module handbooks. A final verification of competency is signed by the practice assessor, academic assessor and the student's employer.

Students confirm documentary and narrative evidence given by the AEI regarding admission requirements and quality assurance processes. They confirm their involvement in programme design and development. Students give formal evaluations half-way through and at the end of the programmes. Student programme groups act as a communication channel with the AEI to review

programme delivery methods and content. Students say they're listened to and their feedback is valued. Students say teaching the V150 and the V300 programmes together for part of the programme is a positive initiative which provides valuable perspectives from students with different backgrounds. The application process is considered rigorous but reasonable. Students confirm details of their suitability to undertake the programme is in line with the standards for selection and admission. Students know practice learning areas are subject to educational audit processes. Students are satisfied with the level of communication between themselves, the AEI and their practice based educators during their practice learning. Students feel supported both academically and in the practice learning environment. Students are satisfied with assessment processes and support available in practice. Students say their achievement is monitored throughout the programme and assessment of their competencies on completion is relevant. Students confirm service user carer feedback is included in their practice assessment document.

Service users confirm they're asked to review programme documentation prior to the approval event. They're complimentary about programme documentation and service user feedback is included in practice assessment documents. One service user at the visit says they are timetabled to teach on the programmes. They say there are proposals for them to be more actively involved in these programmes in the future but have not received specific information regarding the extent of this or what it will entail. Service users are not currently involved in recruitment of students to these programmes, but believe it is the intention of MU to do so in the future. Service users do not provide any evidence of sustained involvement with these programmes or give clear evidence for a structured operational plan outlining their roles and responsibilities for the future. This must be addressed. (Condition one) (SFNME R1.12, R2.7, SPP R2.1)

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

Not Met

Service users do not provide any evidence of sustained involvement with these programmes or give clear evidence for a structured operational plan outlining their roles and responsibilities for the future. This must be addressed. (Condition one) (SFNME R1.12, R2.7, SPP R2.1)

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

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Met

If not met, state reason Service users do not provide any evidence of sustained involvement with these programmes or give clear evidence for a structured operational plan outlining their roles and responsibilities for the future. Condition one: The AEI must produce an operational plan including narrative that assures ongoing and sustainable service user and carer involvement in the design, delivery and recruitment processes in the V150 and V300 programmes. (SFNME) R1.12 R2.7, SPP R2.1)

Post Event Review

Identify how the condition is met: Condition one: Documentation submitted against condition one confirms a service user strategy for the V150 and V300 prescribing programmes outlining a timetable of service user involvement in selection and recruitment, teaching and course management meetings. The process of how service users will be involved in the design, development, delivery and evaluation of the prescribing programmes in the future is provided. Evidence: Service user strategy for prescribing programmes, October 2019 Condition one is now met.

Date condition(s) met: 27 October 2019 **Revised outcome after condition(s) met:** *Met* The condition is met.

Student journey through the programme

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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

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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)

Met

R1.3 is met. All V150 and V300 applicants undergo initial screening using a comprehensive application form. This provides evidence of registration, competence, eligibility and a statement of intent to support students from practice. All applications are verified by the programme leader against a checklist compliant with selection and admission criteria detailed in the SPP. The application screening process provides assurance agreements are in place for students to be adequately supported by suitably qualified practice supervisors and practice assessors in practice and before commencement of the programme. Employer managers sign application forms agreeing to give students protected learning time and support in practice. Students are encouraged throughout the programmes to seek support from the module leader if issues arise with lack of support or allocated learning time. The module leader will contact managers to address these

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issues. There's evidence of support for students between programme leads and PLPs.

There's a practice learning environment audit tool developed to monitor the safety and effectiveness of learning environments. This tool is a pan London document used regionally and co-constructed with partner AEIs. All practice learning environments undergo educational audit in partnership with the AEI and PLPs. The audit tool has specific sections relevant to prescribing programmes. The audit process confirms learning environments meet the SSSA. Students confirm learning environments are subject to audits and monitoring. Students are not placed in areas without a successful and in-date audit. The AEI will maintain a register of practice supervisors and practice assessors. Processes are in place for suspending or removing practice learning environments where the SSSA are not met. Removed areas are only reinstated once a satisfactory audit has taken place.

Documentary evidence confirms the AEI holds regular quality, education and practice liaison meetings with PLPs to monitor learning. All programmes are reviewed through annual monitoring processes. Review ensures support, supervision, learning and assessment arrangements comply with the NMC SFNME.

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 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

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**

The AEI will not be transferring any existing students onto the proposed programme. Due to the timelines involved, all existing students will have completed the current programme. There are no students on interrupted studies.

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

Yes

Outcome
Is the standard met?   *Met*   Date: *17 September 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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

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

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)

No

R2.1 is not met. Service users do not provide any evidence of sustained involvement with these programmes or give clear evidence for a structured operational plan outlining their roles and responsibilities for the future. This must be addressed. (Condition one) (SFNME R1.12, R2.7, SPP R2.1)

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

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

R2.3 is met. Documentary evidence confirms the programme is developed to address the NMC (2018) and RPS standards (2016). Content applies theory to practice and teaches different programmes and academic levels together where appropriate. Content and learning outcomes contain appropriate subject matter regarding professionalism, accountability and evidence-based prescribing. A range of adult education strategies are used to facilitate learning and engage students. These include lectures, group work and group presentations. Student confirm these are valuable. The university virtual learning platform contains service user perspectives, quizzes and voiced presentations. Students are encouraged to access support from numeracy and learning support services. Students comment group work and group presentations are seen as useful as they promote skills and collective experiences. Students say learning is interactive and the virtual learning environment allows flexible engagement at times which suit them. This facility adds to face to face learning and whilst it is not compulsory all students say they use it and value it. Formative assessment is used and highlights areas for development through practice examinations, a formative case study and written feedback from assessors.

Students are assessed in practice using the RPS competencies. Students reflect on their practice in the practice assessment document and use service user

feedback to develop their prescribing practice. Students feel the programme is invaluable to their professional development. All students comment on excellent levels of support offered by the AEI.

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 programme is only 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

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Service users do not provide any evidence of sustained involvement with these programmes or give clear evidence for a structured operational plan outlining their roles and responsibilities for the future. This must be addressed. (Condition one) (SFNME R1.12, R2.7, SPP R2.1)

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

Service users do not provide any evidence of sustained involvement with these programmes or give clear evidence for a structured operational plan outlining their roles and responsibilities for the future.

Condition one: The AEI must produce an operational plan, including narrative, that assures ongoing and sustainable service user and carer involvement in the design, delivery and recruitment processes in the V150 and V300 programmes. (SFNME R1.12, R2.7, SPP R2.1)

Date: *17 September 2019*

Post Event Review

Identify how the condition is met:

Condition one:
Documentation submitted against condition one confirms a service user strategy for the V150 and V300 prescribing programmes outlining a timetable of service user involvement in selection and recruitment, teaching and course management meetings. The process of how service users will be involved in the design, development, delivery and evaluation of the prescribing programmes in the future is provided.

Evidence:
Service user strategy for prescribing programmes, October 2019

Condition one is now met.

Date condition(s) met: 27 October 2019

Revised outcome after condition(s) met:

Met

The condition 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 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

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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 discussion at the approval visit confirm

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suitable and effective processes in place to ensure effective governance in practice for all students. All applicants must confirm their health and good character and have disclosure and barring service (DBS) checks completed in line with NMC requirements. The application process requires the involvement of PLPs who sign to confirm arrangements are in place to support, supervise and assess students undertaking the programme.

The AEI audits and monitors all practice learning environments to show practice placement areas are safe and meet NMC requirements. Areas can be withdrawn until such a time as student and service user safety are assured. A flow chart outlines procedures to follow for those applicants who are self-employed or work outside the NHS. This ensures these standards apply to this group of students. Documentary evidence confirms arrangements to identify and prepare practice assessors and practice supervisors. This is a rolling programme of preparation and updating. All practice supervisors and assessors will be updated annually, and a register is to be maintained to monitor this and confirm this happens. This ensures students will be supported in practice by suitably qualified and prepared individuals. Documentary evidence outlines the programme of preparation for practice supervisors and practice assessors delivered by the AEI. This programme of preparation is delivered face to face and can be delivered by voiced PowerPoint presentation. One to one visits to PLPs are offered to prepare practice supervisors and practice assessors if required. There's a programme of transition ensuring enough nominated practice supervisors and practice assessors for the programmes will have completed their preparation prior to the start of the programme. All programmes of preparation make specific mention of private, voluntary and independent sectors and self-employed applicants.

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. A range of digital technologies are used to support learning and provide formative feedback to prepare students for assessments. Students can access learning materials online and there are voiced PowerPoint presentations

and multimedia presentations to improve consultation skills. Quizzes are used to test and improve knowledge and learning. Service user stories are available online. Online evaluation of these learning resources is included for students to feedback on their usefulness and accessibility. Students confirm technology enhanced and simulation-based learning strategies are used to enhance classroom delivery. Students value the flexibility of being able to access this platform remotely.

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:** *17 September 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**

Standard 4 Supervision and assessment

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

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

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

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

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. Documentary evidence confirms student progression in practice is supported by a practice supervisor and practice assessor in both programmes. Minimum hour requirements for protected learning time are explicit for each programme. These hours are logged in the student's practice assessment document (portfolio). Initial, mid-point and final meetings between student and practice assessor are logged in this documentation. A mid-way assessment provides opportunity to formatively assess student achievement and formulate learning contracts to guide them towards completion. Successful completion of the portfolio is signed off by the student's practice assessor, employer and academic assessor. Students confirm their progression is monitored and they're well supported in practice.

There's joint AEI and PLP responsibility for completing educational audits to meet the SFNME and processes to support supervision, learning and assessment. Practice learning is evaluated at predetermined regular intervals and there're processes for effective communication between practice assessors and the academic assessor. This is outlined in the practice assessment document. Students understand their responsibilities for escalating concerns. There's reference to dealing with concerns in practice and escalating these in programme handbooks and practice assessment documentation. This could be more explicit by including or directly linking students to the raising concerns guidance published by the NMC. (Recommendation one) (SFNME R1.5, SPP R4.1)

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

R4.2 is met. Documentary evidence and the approval process confirm arrangements to identify and prepare practice assessors and practice supervisors. The programme team outline preparation arrangements for practice supervisors and practice assessors which will be delivered by the AEI. Practice supervisors and practice assessors cannot commence their role without attending this programme of preparation. Only suitably prepared practice assessors can make decisions regarding student progression. Practice supervisor and practice assessor handbooks outline role expectations and responsibilities in line with the SSSA. Documentation confirms students will be provided with nominated practice supervisors and a practice assessor to support students in practice. The programme leader is identified as the academic assessor and is suitably qualified to undertake this role. The academic assessor must sign the final competency statement to confirm student eligibility for recording the prescribing qualification. Students cannot commence the programme unless there is an agreement from PLPs and written assurance they're assigned a practice supervisor and a practice assessor.

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 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

R4.5 is met. Documentary and narrative evidence confirm processes are in place

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for assigning a practice assessor. This commences at the point of application with the application form requiring the name of the proposed practice assessor. The AEI checks qualifications to ensure the practice assessor is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking. The AEI confirms the practice assessor has attended a preparation session by checking their register. If checks reveal these supervisory arrangements are not established, the student cannot undertake the programme until support from appropriately qualified healthcare professionals is in place. Exceptional circumstances where the role of practice assessor and practice supervisor are the same person are outlined in the programme handbook and the guidance for practice assessors document. There are processes to manage and monitor this situation if it is unavoidable.

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

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

Yes

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: *17 September 2019*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 5 Qualification to be awarded

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

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

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

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

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

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

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

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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:** *17 September 2019*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *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: Prescribing timetable, January 2020 Flow chart for self-employed/non-NHS prescribing applicants, 31 August 2019 Survey feedback over changes to prescribing modules, April 2019 Post visit documentation: Service user strategy for prescribing programmes, October 2019 Postgraduate certificate prescribing practice programme handbook 2019/2020, undated Graduate certificate prescribing practice programme handbook 2019/2020, undated Community practitioner nurse or midwife prescribing module handbook level six 2019/2020, undated Community practitioner nurse or midwife prescribing module handbook level seven	

2019/2020, undated
If you stated no above, please provide the reason and mitigation
Additional comments:

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: Four students from January 2019 V300 prescribing cohort. One student from January 2019 V150 programme.	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

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	Yes
Practice learning environments	No
If yes, state where visited/findings: Audit documents are in date.	
If you stated no above, please provide the reason and mitigation Visits to these areas and facilities are not required for this approval, existing AEI.	
Additional comments:	

Mott MacDonald Group Disclaimer

Issue record			
Final Report			
Author	Mark Lovatt	Date	30 September 2019
Checked by	Monica Murphy	Date	30 October 2019
Submitted by	Lucy Percival	Date	7 November 2019
Approved by	Leeann Greer	Date	8 November 2019