Programme approval visit report

Section one

Programme provider name:	The Open University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	Northamptonshire Healthcare NHS Foundation Trust (NMP) Private voluntary and independent healthcare providers
Programmes reviewed:	Independent and supplementary nurse prescribing V300 ☒ Community practitioner nurse prescribing V150 ☐ Community practitioner nurse prescribing V100 ☐
Academic level:	
Independent and supplementary nurse prescribing V300	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Nurse prescribing without a specialist practice qualification V150	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Community practitioner nurse prescribing V100	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11

Title of programme(s):	Non-medical independent and supplementary prescribing
Date of approval visit:	28 May 2019
Programme start date:	
Independent and supplementary nurse prescribing V300	24 August 2019
Nurse prescribing without a specialist practice qualification V150	
Community practitioner nurse prescribing V100	
QA visitor:	Heather Bain

Summary of review and findings
The Open University (OU) school of health, wellbeing and social care (the school) is seeking approval to deliver the independent and supplementary nurse prescribing preparation programme (V300) against the NMC Standards for prescribing programmes (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) competency framework for all prescribers) (NMC, 2018). This is a new programme to the school. The programme will be offered at academic level seven within a postgraduate certificate in non-medical independent and supplementary prescribing and will be delivered part-time over a minimum of seven months.
Documentary analysis and findings at the approval visit demonstrates a commitment towards partnership working with key stakeholders. There's evidence that the OU have engaged with practice learning partners (PLPs) across the four countries of the UK in developing this new prescribing programme at both a strategic and operational level. There's evidence of effective communication processes between the school and PLPs to ensure all governance is in place for the programme.
The Standards for prescribing programmes (NMC, 2018) and the RPS competency framework for all prescribers are clearly detailed within the documentation and mapped within the programme.
Arrangements at programme level meet the Standards framework for nursing and midwifery education and the Standards for student supervision and assessment (NMC, 2018).
The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions: *Please identify the standard and requirement the condition relates to*	**Effective partnership working: collaboration, culture, communication and resources** None identified **Selection, admission and progression** None identified

under the relevant key risk theme. *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Practice learning** None identified **Assessment, fitness for practice and award** None identified **Education governance: management and quality assurance** None identified
Date condition(s) to be met:	
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met		
Commentary post review of evidence against conditions		
AEI Observations	**Observations have been made by the education institution YES ☐ NO ☒**	
Summary of observations made, if applicable		
Final recommendation made to NMC:	Programme is recommended to the NMC for approval	☐
	Recommended to refuse approval of the programme	☐
Date condition(s) met:		

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

Documentary evidence and the approval process confirm there's effective partnership working between the OU and key stakeholders. PLPs, students and service users and carers are involved in the development, delivery and evaluation of the programme at a strategic and operational level. During the development of the programme, the OU engaged with groups across the UK related to prescribing. A 'group of 51' was set up in late 2017 to inform development of the new curriculum for nursing, and subsequently agreed to be on the communication list to receive prescribing updates. This arrangement included invitations to comment on aspects of the prescribing programme during its development. The programme

team have also engaged in groups across the UK related to prescribing such as the prescribing network in Scotland to ensure the programme meets the needs of PLPs. The PLPs in attendance confirmed they were represented in the development of the programme and had the opportunity to review all the documentation.

As a new programme to the school there were no previous prescribing students from the OU to inform this programme. However, two prospective paramedic students, one former prescribing student from another AEI and one current undergraduate nursing student were able to confirm their involvement with the programme development.

The OU undergraduate student spoke positively of their experience and the support provided by the OU and confirmed the student voice is listened to. She reported on the excellent support by tutors both online and in practice learning settings. She valued the digital support and the virtual learning environment. There's a help desk available for IT support as required.

The OU considers service users at the initial stages of programme development where module specifications have to demonstrate partnerships. This prescribing programme was approved by the school's teaching committee and the curriculum partnerships committee. The service user in attendance confirmed that she was involved in the development of this programme along with 10 other service users. They had met face to face and subsequently online through an adobe connect room. The service user reported that they all had the opportunity to review the documentation and some of the teaching material. The programme team demonstrated some online videos that had service users within them. The service user in attendance gave the example of how one service user had fed back that the online material wasn't representative of ethnicity and subsequently the programme team addressed this matter.

Evidence of partnership working between the OU and PLPs in managing the educational audits, and the preparation of practice supervisors and practice assessors to meet the Standards for student supervision and assessment (NMC, 2018) is evident within the documentation and from the approval process. There's a planned joint approach to support practice learning.

The educational philosophy of the programme is student centred and students are encouraged to actively engage in their learning. Processes are in place to ensure relevant stakeholders are supported to effectively engage in the student's learning on an individual basis.

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

MET ☒   **NOT MET** ☐

Gateway 2: *Standards for student supervision and assessment*

MET ☒   **NOT MET** ☐

Student journey through the programme

Standard 1: Selection, admission and progression

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

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

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

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

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

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

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

R1.6.1 Clinical/health assessment

R1.6.2 Diagnostics/care management

R1.6.3 Planning and evaluation of care

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

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

Findings against the standard and requirements

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

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

YES ☒   **NO** ☐

Evidence of selection process that demonstrates opportunities that enable all nurse (level 1), midwife or SCPHN registrants (including NHS, self-employed or non-NHS employed registrants) to apply for entry onto an NMC approved prescribing programme. Evidence of this statement in documentation such as: programme specification; module descriptor, marketing material. Evidence of this statement on university web pages (R1.2)   **YES** ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R1.3 is met. The programme team and the PLPs reported on the process for selection of students onto the programme. Two prospective students to the programme outlined the admission process and confirmed the process was straightforward and involved their employer, prescribing lead and the programme leader. The application form demonstrates that governance is considered as part of the admission process. The disclosure and barring service (DBS) is in place within the application process and the two prospective students confirmed it was being undertaken for them. A self-declaration confirms applicants are capable of safe and effective practice at a level appropriate to the applicant's area of future prescribing practice. The prescribing lead in the organisation or equivalent confirms that support and governance is in place which includes ensuring there are suitable experienced clinicians in place to support learning in practice and that protected time will be provided. Protected learning time is acknowledged in the application form which includes being released for 26 days academic learning, including four face to face days. The PLPs reported confidence in the OU and the robustness in distance learning approaches.

The professional registration of all practice assessors is checked at the admission stage. There's set criteria within the admission form whether the prescribing assessor is a medic, pharmacist, nurse, midwife or allied health professional. All prescribing assessors must have been prescribing for the minimum of three years in order to undertake the role.

Applicants in private practice or are self-employed are asked to contact the programme leader at the point of application to discuss the evidence required to

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demonstrate all governance arrangements are in place. This evidence includes an honorary contract with a supporting organisation who would provide the support for learning in practice.

The application form asks for a minimum of one year's experience. It is recognised that in some areas of the UK there may be different expectations in this regard. The programme team are clear that all applicants need the support of their supporting organisation to access the programme.

Each practice learning environment is assessed through a joint AEI learning audit or an OU only learning audit. The prospective students confirmed that audits are currently being undertaken in preparation for them commencing the programme in August.

- Processes are in place to consider recognition of prior learning that is capable of being mapped to the RPS *Competency Framework for all Prescribers* (R1.4) **YES** ☒ **NO** ☐

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

  YES ☒ **NO** ☐

- Processes are in place to confirm that the applicant is capable of safe and effective practice at a level of proficiency appropriate to the programme to be undertaken and their intended area of prescribing practice in the following areas (R1.6):
  - Clinical/health assessment
  - Diagnostics/care management
  - Planning and evaluation **YES** ☒ **NO** ☐

- Processes are in place to ensure that applicants for V300 supplementary/independent prescribing programmes have been registered with the NMC for a minimum of one year prior to application for entry onto the programme (R1.7) **YES** ☒ **NO** ☐

Proposed transfer of current students to the programme under review

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

Not applicable as this is a new programme.

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

YES ☒   NO ☐

Outcome

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

Date: 31 May 2019

Standard 2: Curriculum

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

R2.1 ensure programmes comply with the NMC _Standards framework for nursing and midwifery education_

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

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

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

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

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

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

R2.5 ensure that the curriculum provides a balance of theory and practice learning, using a range of learning and teaching strategies

R2.6 ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language

Findings against the standard and requirements

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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 ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

- Evidence of the learning and teaching strategies that will be used to support achievement of those competencies (R2.3)

MET ☒ **NOT MET** ☐

R 2.3 is met. The programme documentation details the structure of the V300 programme. The programme is at master's academic level and provides 60 academic credits. The programme is the equivalent of 26 days theory which includes four face to face days on campus learning, 15 two-hour online synchronous learning sessions with the programme team and other students, and 18 days online study activities. In addition to the theory there are 90 hours learning in practice under the supervision of their practice supervisor and practice assessor.

A variety of learning and teaching approaches are used to meet the needs of all students. There will be co-teaching with pharmacy and allied health professional students undertaking the programme. The programme is designed around three areas; applied pharmacology; clinical skills; and practical aspects of prescribing. Teaching will include key lectures, workshops, simulated case studies, e-learning activities, self-directed learning, and learning through practice experiences. The programme team demonstrated the virtual learning environment which included some videos developed with PLPs and service users.

The programme development team told us that selected learning and teaching strategies will be used to support achievement of the RPS Competency framework for all prescribers. Module specifications and practice assessment documentation are explicit and use the RPS Competency framework for all prescribers.

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

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

If relevant to the review

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

YES ☒   **NO** ☐ **N/A** ☐

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

YES ☒   **NO** ☐

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

Outcome

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

Date: 31 May 2019

Standard 3: Practice learning

Approved education institutions must:

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

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

R3.2 ensure that practice learning complies with the NMC *Standards for student supervision and assessment*

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

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

Findings against the standard and requirements

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

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence and discussions at the approval visit confirm suitable and effective arrangements and governance for practice learning are in place for all applicants. This is assured by effective partnership working between the teaching team and PLPs. Prescribing leads and PLP managers report how they will be involved in the selection process for applicants from their organisation. Practice supervisors and practice assessors are identified at the application stage in the application form and are prepared by the OU for their role. Any self-employed applicants will be required to obtain an honorary contract from the organisation that their academic assessor is within. PLPs report they have sufficient prescribers to be practice supervisors and practice assessors.

The programme leader is a pharmacist. Another member of the team who is a registered nurse will undertake the role of the academic assessor for students who are nurses. The lead midwife for education within the school will be involved supporting any midwife students who access the programme. The academic assessor reported that monthly contact will be made with the practice supervisor and practice assessor.

The application form process ensures that governance arrangements are in place in practice learning environments for all applicants.

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

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

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

MET ☒ **NOT MET** ☐

R3.3 is met. Programme documentation and findings at the approval event confirm a range of simulation and technology-based strategies are used to support learning. The virtual learning environment provides a variety of resources such as videos and quizzes that can be used within the prescribing programme. Current students of the university spoke positively about the resources available on the virtual learning environment and that they are easily accessible. Service users also reported that they had the opportunity to review the virtual learning environment and provide feedback to the programme team. One example of feedback was that the learning materials were not representative of a broad range of ethnic groups. Inclusivity has since been addressed with the inclusion of further videos and case studies.

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

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

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

Outcome

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

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Mapping documentation demonstrates how the programme complies with the Standards framework for nursing and midwifery education and the Standards for student supervision and assessment. At the approval visit the programme team and the PLPs reported how they had engaged across the UK to apply the new standards to the programme. The practice documentation clearly outlines the role of the practice supervisor, practice assessor and academic assessor. The practice supervisor takes responsibility for the day to day supervision. The practice assessor takes overall responsibility for the initial meeting, mid-point and the final declaration of competence at the end of the programme and will liaise with the academic assessor.

The academic assessor will liaise the practice assessor on a monthly basis to discuss and provide feedback on student progress towards achieving the competencies within the RPS (2016) competency framework for all prescribers.

The documentation makes explicit that learning in practice requires a partnership approach with managers, practice supervisors, practice assessors, the programme team and the student. Any breakdown in practice learning environments will be managed in partnership with the PLPs taking the lead as the students are in employment.

- There is evidence of how the Standards for student supervision and assessment are applied to the programme. There are processes in place to identify the supervisors and assessors along with how they will be prepared for their roles (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. The programme team complete educational audits or access educational audits undertaken by other AEIs to ensure effective systems and processes are in place in practice learning environments to support students' learning. The educational audit also details that non-NHS providers must evidence that the relevant public liability insurance, employer liability insurance and professional indemnity insurance is in place. There are OU practice tutors

throughout the UK available to support any immediate student issues that arise. The practice tutor will then liaise with the programme team as required.

Practice supervisors and practice assessors are all provided with a handbook outlining their roles and responsibilities. There's also a videoed interaction available online which provides information on the responsibilities of the practice assessor and practice supervisor and answers many of the frequently asked questions. Email, telephone, online telephone and video conferencing are all identified ways in which the programme team, including the academic assessor, can contact the practice supervisor and practice assessor. Practice supervisors and practice assessors will have read only access to the virtual learning environment.

The paper-based practice assessment document and the guidance in the student and the practice supervisor and practice assessor handbooks ensures that support, supervision, learning and assessment complies with the NMC Standards for student supervision and assessment. Escalating concern processes are clearly identified within the programme handbook. The PLPs and the programme team told us that it will be a rare situation when the practice supervisor and the practice assessor would be the same person. In these exceptional cases there will be written agreement between the programme leader, the practice assessor and the supporting organisation. There are opportunities to evaluate practice learning throughout the programme and students have planned evaluation opportunities mid and end of the programme.

All PLPs demonstrate a good understanding of the new NMC standards and provided assurance of an adequate number of practice supervisors and practice assessors to supervise and assess students.

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

YES ☒   **NO** ☐

- Evidence of the programme leader working in conjunction with the LME and the practice assessor to ensure adequate support for any midwives undertaking prescribing programmes (R4.4)   **YES** ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R4.5 is met. The practice assessor is identified in the admission process and will be a registered health professional. Processes are in place to check the prescriber's qualifications and prescribing experience as a prescriber to support

the student. This detail is contained within the admission form and is checked by the programme team.

- Processes are in place to ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (R4.6)   **YES** ☒   **NO** ☐

- Processes are in place to provide feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes (R4.7)   **YES** ☒   **NO** ☐

- Processes are in place to assess the student's suitability for award based on the successful completion of a period of practice-based learning relevant to their field of prescribing practice (R4.8)   **YES** ☒   **NO** ☐

- Processes are in place to ensure that all programme learning outcomes are met, addressing all areas necessary to meet the RPS competencies (R4.9). This includes:

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

  - successfully passing a numeracy assessment related to prescribing and calculation of medicines (the numeracy assessment must be passed with a score of 100%).   **YES** ☒   **NO** ☐

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

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met

YES ☒   **NO** ☐

Outcome

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

Date: 31 May 2019

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

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Findings against the standards and requirements

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

- Processes are in place to ensure following successful completion of an NMC approved programme of preparation, confirm that the registered nurse (level 1), midwife or SCPHN is eligible to be recorded as a prescriber, in either or both categories of:
  - a community practitioner nurse (or midwife) prescriber (V100/V150), or
  - a nurse or midwife independent/supplementary prescriber (V300) (R5.1)

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

- Processes are in place to inform the student that the award must be registered with the NMC within five years of successfully completing the

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programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify and register their award as a prescriber (R5.3) **YES** ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

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

Date: 31 May 2019

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including: programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Practice placement handbook	☒	☐
PAD linked to competence outcomes, and mapped against RPS *A Competency Framework for all Prescribers*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the programme meets the *Standards for prescribing programmes* and RPS *Standards of proficiency for prescribers* (NMC, 2018)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s)	☒	☐
Curricula vitae for relevant staff	☒	☐
Registered healthcare professionals, experienced prescribers with suitable equivalent qualifications for the programme - registration checked on relevant regulators website	☒	☐

Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	☐	☒

List additional documentation:

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

The OU works throughout the UK. The supporting admission documentation contains the relevant signatories within each supporting organisation who confirm the applicant's suitability for the programme, the availability of suitably prepared practice supervisors and practice assessors, support for the theoretical learning aspects and the learning in practice. The educational audit also details for non-NHS providers that the relevant public liability insurance, employer liability insurance and professional indemnity insurance is in place.

Additional comments:

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two prospective paramedic students: One current OU student stage 3 adult nursing One former prescribing student from another AEI		
Service users and carers	☒	☐

If you stated no above, please provide the reason and mitigation		
Additional comments One service user who spoke on behalf of a group of 10 service users and carers.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☒	☐
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings		
If you stated no above, please provide the reason and mitigation The OU is an established AEI and visits to the facilities were not required for this approval.		
Additional comments:		

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Issue record			
Final Report			
Author:	Heather Bain	Date:	31 May 2019
Checked by:	Bernadette Wallis	Date:	17 June 2019
Approved by:	Leeann Greer	Date:	15 July 2019
Submitted by:	Amy Young	Date:	15 July 2019